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ABSTRACT

The curriculum guide is designed to integrate elementary school curriculum with career education concepts. The major objectives are to acquaint the students with careers in order to develop a positive awareness of and attitude toward work, to appreciate the contributions that they can make, and to develop basic skills for entry into the work world. By the sixth grade, students are expected to make a tentative career choice through exposure at every grade level to nine different occupations. In the fourth grade, the students examine the following occupations: veterinarian, weatherman, dentist, game warden, meatcutter, petroleum industry worker, service station attendant, nurse, and radio announcer. Fifth graders study careers in geology, transportation, communications, and armed forces, and recreation, as well as specific occupations (salesman, chef, and mechanic). In the sixth grade, the nine occupations studied are: health services, computer science, photography, law enforcement, architecture, city government, space travel, oceanography, and conservation. Each occupational area contains a list of suggested activities, suggested resource people and fieldtrips, and audio-visual materials. (JB)

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ELEMENTARY CAREER EDUCATION ACTIVITIES

Grades 4, 5, 6

School District No. ONE
Powell, Wyoming

ED106545

ELEMENTARY CAREER EDUCATION

ACTIVITIES

GRADES 4, 5, 6

J. NEAL LARGE, SUPERINTENDENT OF SCHOOLS

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HAROLD HAND	MILES BENNETT
LOWELL BAKER	ROBERT LOFLAND, CHAIRMAN

ADMINISTRATION:

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GORDON KLUKSDAHL	ELEMENTARY PRINCIPAL
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MERLIN S. OLSON, DIRECTOR, CAREER EDUCATION

SUMMER OF 1974

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INTRODUCTION

CAREER EDUCATION IS FOR EVERYONE. SCHOOL DISTRICT NO. 1 BELIEVES THAT CAREER EDUCATION SHOULD BEGIN IN KINDERGARTEN AND CONTINUE THROUGHOUT LIFE. IT SHOULD BE INTERWOVEN WITH THE BASIC CURRICULUM IN SUCH A WAY THAT IT WILL SUPPLEMENT AND REINFORCE BASIC SKILLS. ALSO IT SHOULD BE CORRELATED WITH SUBJECT MATTER TO ENHANCE LEARNING IN THE ESTABLISHED CURRICULUM SO THAT WHICH IS BEING TAUGHT BECOMES MORE MEANINGFUL AND RELEVANT TO THE STUDENTS.

ALL STUDENTS (K-6) SHOULD HAVE THE OPPORTUNITY TO DEVELOP AN AWARENESS AND AN UNDERSTANDING OF A VARIETY OF OCCUPATIONS SO THAT A MORE MEANINGFUL CHOICE MAY BE MADE WHEN THE CHILD IS MATURE.

CAREER EDUCATION IN THE ELEMENTARY SCHOOL WILL ACQUAINT THE STUDENT WITH THE "WORLD OF WORK" SO AS TO ENHANCE A POSITIVE ATTITUDE TOWARD THE "DIGNITY OF WORK" IN OUR SOCIETY. EVERY OCCUPATION, NO MATTER WHAT THE TITLE, EDUCATION REQUIREMENTS, SALARY, OR WORKING CONDITIONS IS A NECESSARY AND VITAL COMPONENT OF AMERICA'S WORK FORCE. KNOWLEDGE OF WORKERS AND THE DIGNITY OF WORK WILL DEVELOP A RESPECT FOR OTHERS, AN APPRECIATION FOR THEIR CONTRIBUTIONS, AND A PRIDE IN THE WORLD OF WORK AS A WHOLE.

AT THE END OF THE ELEMENTARY LEVEL THE STUDENTS IN THE POWELL SYSTEM WILL HAVE BEEN EXPOSED TO SIXTY-THREE DIFFERENT OCCUPATIONS. THIS MEANS THAT AT EACH LEVEL (K-6) THE STUDENTS WILL BE MADE AWARE OF NINE DIFFERENT OCCUPATIONS EACH YEAR. IN ORDER TO ACCOMPLISH THIS TASK AND SPEED UP OUR CAREER AWARENESS PROGRAM AS TO IMPLEMENTATION THIS SUGGESTED ACTIVITIES GUIDE WAS DEVELOPED TO SHOW HOW THESE OCCUPATIONS COULD BE INTERWOVEN INTO THE EXISTING CURRICULUM. ALSO NOTED IN THE GUIDES ARE ALL THE AVAILABLE MATERIALS (FILMS, FILMSTRIPS, BOOKS, ETC.), POSSIBLE SPEAKERS AND FIELD TRIPS AS WELL AS SOME ADDRESSES WHERE THE STUDENTS MIGHT WRITE FOR ADDITIONAL INFORMATION.

THE ABOVE MENTIONED MATERIALS HAVE BEEN PUT IN DIFFERENT BOXES AND WHEN A TEACHER WANTS TO TEACH SAY THE VETERINARIAN ALL HE OR SHE HAS TO DO IS CALL FOR THAT BOX AND ALL THE AVAILABLE MATERIALS IS AT THEIR DISPOSAL.

MERLIN S. OLSON, DIRECTOR
CAREER EDUCATION

OBJECTIVES

1. GOING THROUGH SCHOOL WITH NO CONSIDERATION OF THE TYPES OF CAREERS IN WHICH ONE MIGHT BE INTERESTED CAUSES ONE TO MISS MUCH OF THE VALUE OF SCHOOL.

2. ALMOST EVERYTHING THE SCHOOL TEACHES CAN BE HELPFUL IN AT LEAST ONE TYPE OF CAREER.

3. AT LEAST SOME PEOPLE MUST WORK IF SOCIETY IS TO SURVIVE.

4. ALL WORK NEEDED BY SOCIETY IS HONORABLE.

5. ANY WORKER WHO PERFORMS SUCH WORK WELL IS HONORABLE.

6. WORK THAT IS ENJOYED BY SOME PEOPLE IS DISLIKED BY OTHER PEOPLE.

7. NO ONE HAS THE RIGHT TO IMPOSE HIS WORK LIKES AND DISLIKES ON OTHERS.

8. EVERYONE HAS A RESPONSIBILITY TO DETERMINE THE WORK IN WHICH HE IS MOST LIKELY TO SUCCEED.

9. GENERALLY, THOSE WORKERS WHO ARE TRAINED, EXPERIENCED, AND PRODUCTIVE FIND THEIR WORK SATISFYING AND THEY WILL ALWAYS BE MORE IN DEMAND THAT THEIR OPPOSITES.

10. A CAREER IS BUILT FROM A SUCCESSION OF JOBS WHICH TEND TO LEAD EACH INDIVIDUAL FROM THOSE JOBS WHICH ARE PERSONALLY LESS SATISFYING TOWARD THOSE WHICH BRING MORE SATISFACTION.

11. ALL STUDENTS SHOULD MAKE A TENTATIVE CAREER CHOICE BEFORE THE END OF SIXTH GRADE.

12. SOME SORT OF WORK ETHIC SHOULD BE TAUGHT TO AND ACCEPTED BY ALL STUDENTS.

VETERINARIAN

SUGGESTED ACTIVITIES
Fourth Grade

VETERINARIAN

1. Discussion period - have children tell about incidents when their pets or their animals on the farm have been sick or injured. What did they do? Did they care for the animal themselves? If not, what happened?

2. Pupils interview veterinarian to learn of education and training required and duties involved in his work.

3. Field trip to veterinarian.

4. Pupils interview farmer or rancher regarding his dependancy on veterinarian services.

5. Pupils listen to tapes.

6. Pupils interview manager of livestock auction. What livestock inspection is required? Who does it? (veterinary livestock inspector - see occupations covered.)

7. Pupils investigate interstate commerce regulations regarding transportation of meat animals.

8. Pupils study effect of veterinary services on local economy (stress interdependence of veterinarian, farmer/rancher, merchant).

9. Interview veterinarian. Is an understanding of math important in his work? How does he use it?

10. Construct circle graphs showing interdependence of veterinarian, rancher, auction market operator, merchant, and consumer.

11. Write thank you letters to people who assisted with interviews and field trips. Stress correct letter form, good spelling, and penmanship.

12. Learn to recognize, spell, and use new words and terms in sentences. (see vocabulary).

13. Oral discussions

    A. Advantages and disadvantages of career in veterinary science
    B. Personal qualifications desirable for careers in this field

14. Creative writing

    A. Stories told in first person by sick or injured animal
    B. Stories told by owner of a sick or injured animal or by the veterinarian who cared for it.

15. Dramatize plays written by children (see creative writing).

16. Vocabulary: (tenative list to be further developed as unit progresses.)
    disease distemper injury innoculation rabies research
    vaccination veterinarian veterinary medicine

INVENTORY OF MATERIALS
CAREER BOX
FOURTH GRADE

VETERINARIAN

I. Books

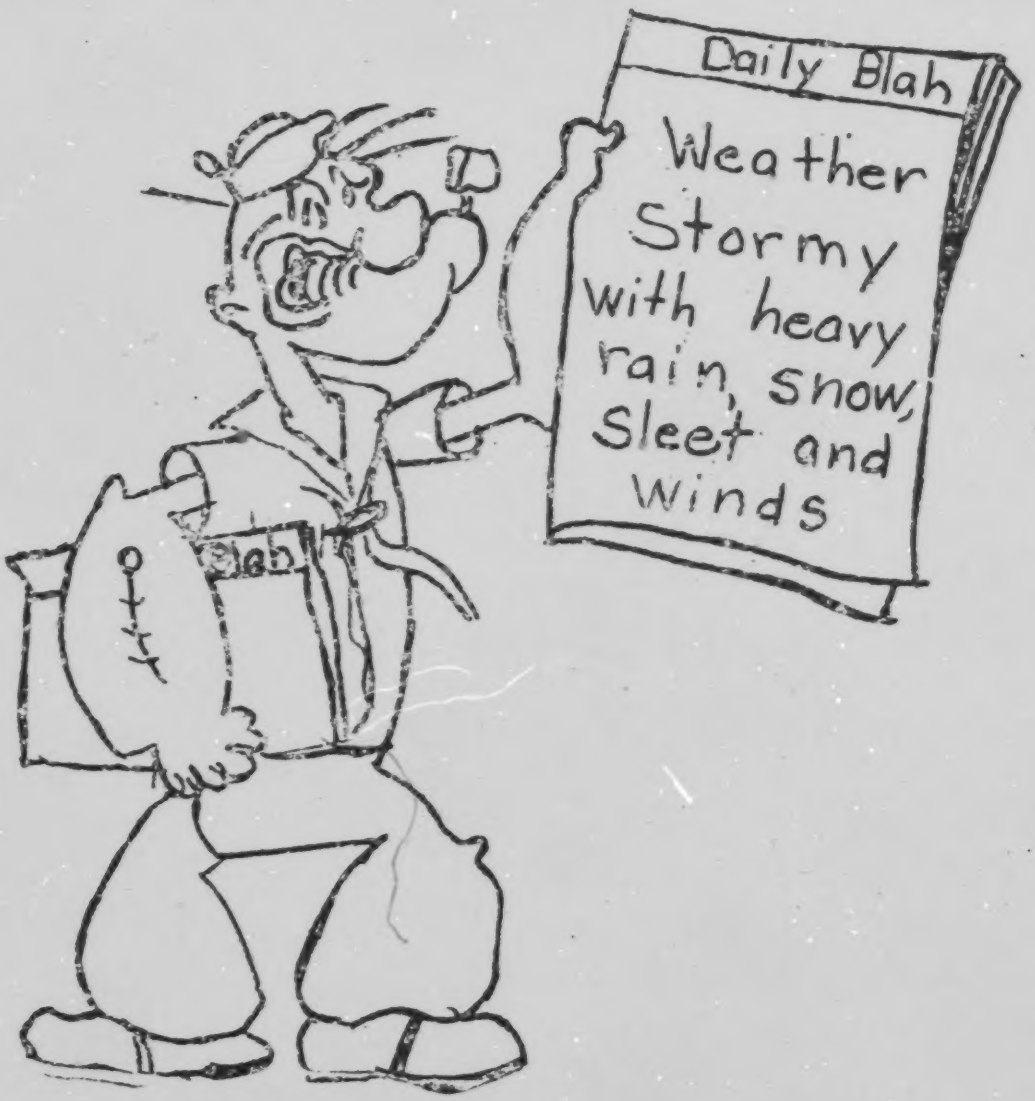
1. I KNOW AN ANIMAL DOCTOR, Iritani
2. THE WORLD OF THE VETERINARIAN, McCoy

II. TRG--Careers in the Field of Veterinary Science, Cyphers

III. Field trip: Local veterinarian's office

IV. Speakers: Veterinarian
Poodle or other dog-care specialist (Deb's Poodle Parlor)

WEATHERMAN


Daily Blah
Weather Stormy with heavy rain, snow, Sleet and winds
Blah

SUGGESTED ACTIVITIES
Fourth Grade

Weather Forecaster

1. Discussion question why is a weather forecaster important to school children, farmers, ship captains, pilots, people etc.

2. Research how a weather forecaster receives his information.

3. Compile a list of terms that students are to learn to spell and use in sentences. (cold and warm fronts, percipitation, tornado, snow flurries, snow squalls, thunderstorms, etc.)

4. Divide the students into committees to write reports that will be given to the class. Report topics should include: tornados, hurricanes, flash floods, lightning, thunderstorms, sky lab, severe local storms, reporting procedures.

5. Research the training needed to become a weather forecaster.

6. Have students bring the weather forecast from the Billings Gazette or the Denver Post to school for discussion.

7. Have both types of thermometers in the room for students to practice reading.

8. Have students construct a table to keep the temperature on.

9. Use the information collected on the table to construct a bar or broken line graph.

10. Each student will write a weather forecast and present this to the class as though he or she is a weatherman.

11. Contact Bob Wilkins as a guest speaker.

12. Appoint a committee to visit and ask Ray Lutterman for information on Powell's weather records. Contact him at City Hall.

13. Record on cassette a weather forecast and play this for the children for discussion.

14. For information write to:

Superintendent of Documents
U. S. Government Printing Office
Washington, D.C. 20402

The cost of this phamphlet is 20¢. See Career Education office to obtain Government coupons to purchase the pamphlet.

15. Discuss the importance of voice quality, correct pronounciation, enunciation, etc. which would contribute to an interesting broadcast.

16. Have students list and discuss personal qualifications and interests desirable for a career in weather forecasting.

17. Get the weather kit from the science department to aid in taking the temperature, humidity, barometric pressure, etc.

18. Film on the different types of storms will be available during the month of November.

INVENTORY OF MATERIALS
CAREER BOX
FOURTH GRADE

WEATHER FORECASTER

I. Books

1. JUNIOR SCIENCE BOOK OF WEATHER EXPERIMENTS, Feravolo
2. WHAT WILL THE WEATHER BE?
3. THE HOW AND WHY WONDER BOOK OF WEATHER, Merrill
4. THE TRUE BOOK OF WEATHER EXPERIMENTS, Podendorf
5. I KNOW A WEATHERMAN, Williams
6. WEATHER, Lehr

DENTIST

SUGGESTED ACTIVITIES
Fourth Grade

DENTIST

1. Draw a complete set of temporary teeth.
2. Draw a complete set of permanent teeth.
3. Diagram the jobs of different teeth.
4. Draw the structure of a tooth.
5. Place a baby tooth in a bottle of coca cola and observe what happens to it over the next few days.
6. Take drawings of permanent and temporary teeth. Take your drawings home. Find out which baby teeth you have lost. Put an x on them on your drawing. On your drawing, circle the permanent teeth you have. Fill in a red spot any place you have a filling. Bring your drawing back to school tomorrow.
7. Go over the drawings that were completed last night.
8. Determine the average number of baby teeth, permanent teeth, missing teeth and fillings for the class.
9. View filmstrip Y-11, "Your Teeth."
10. Have Mrs. Lewis come in and show children how to brush their teeth and how to use dental floss.
11. Order "Eat, Brush, floss-sticker-kit" of material.
    List the number of students. Order from: American Dental Association
    Bureau of Dental Health Education
    211 East Chicago Avenue
    Chicago, IL 60611
12. Have resource persons come in to answer questions pertaining to dentistry. Dr. Hoffmann (Mr. or Mrs.) Dr. Stahn.
13. Write thank you letters to people who assisted through interviews.
14. Students compile a list of words and terms pertaining to dentistry. They are to know how to spell and use these words in sentences.
15. Have students discuss or make a list of goods that aid in building strong teeth.

16. WRITE POEM-STORY OR RIDDLE ON A TOOTH-SHAPED PAPER.

17. WRITE A SHORT STORY ON WHY OR WHY NOT YOU WOULD LIKE TO BE A DENTIST.

18. HAVE EACH STUDENT KEEP RECORD OF TOOTHBRUSHING DURING THE UNIT.

19. SEE AV INVENTORY SHEET FOR AV MATERIAL.

INVENTORY OF MATERIALS
CAREER BOX
FOURTH GRADE

DENTIST

I. LAP-TEETH, JANE RICHARDS

II. SPEAKERS: LOCAL DENTISTS, DENTAL HYGIENISTS

III. MATERIAL AVAILABLE FROM AV DEPARTMENT

FILM LOOPS:

FL 121 DENTAL ASSISTANTS
FL 122 DENTAL HYGIENISTS
FL 123 DENTAL LAB TECHNICIANS

FILMSTRIPS:

S-49 STRONG TEETCH
FSS 80 THE MOUTH I LIVE IN
FSS 40 LET'S TALK ABOUT YOUR TEETH
FSS 166 WHO HELPS US...PART II (#7 DENTIST)

GAME

WARDEN

SUGGESTED ACTIVITIES
Fourth Grade

GAME AND FISH

1. Post pictures of Wyoming wildlife. Children write "Who Am I?" [illegible] about them. After a sharing time of reading and guessing the riddles, [illegible] the question: "What occupations or careers would involve these animals?"

2. Planning period in which class determines procedures which will be used as they investigate careers in the Game and Fish Commission.

3. Students may choose topic (Wyoming game animals, Wyoming fur-bearing animals, Wyoming game birds, Wyoming fish). Research on animals included in topic chosen to learn about their characteristics and life habits. Use material later for booklet

4. Children will study habitat of Wyoming wildlife (stress food and cover). Teach children correct way to take and press wild flower, leaf, grass specimens. They will then collect, press, and mount and identify as many as possible.

5. Field trips
   Fish hatchery - contact Lew Perchacek, Fisheries Biologist, Cody, WY
   Water fowl, pheasant at Yellowtail - contact Wayne Darnall, Research Development, Lovell, WY, Lovell Yellowtail Unit.

6. Study relationships of wildlife, plants, soil, and water.

7. Investigate types of conservation practices needed.

8. Study geographical distribution of wildlife native to Wyoming both in this state and in other areas.

9. Study which game animals, birds, and fish, are native in other [illegible] countries.

10. Learn the hunting and fishing regulations of Wyoming. Compare these with one neighboring state and one distant state.

11. Learn how money from hunting and fishing fees and fines is used.

12. Plot wilderness areas, restricted areas, hunting and fishing areas on map of Wyoming.

13. Investigate how these occupations help to promote tourism and the effect of this on local economy.

14. Write reports based on research.

15. Use pictures and combine in to booklet.

16. Write letters for free materials. Teach correct letter form, good [illegible] ship and spelling.

17. Write letters to Wildlife Commission of other states for information.

18. Pupils interview resource people to learn of education required and duties involved in the occupations being studied
    A. Mr. Tim Britt, biologist, Powell, WY
    B. Mr. Ken Winters, supervisor of Big Horn Basin, Powell, WY
    C. Mr. Lew Perchacek, fisheries biologist, Cody, WY
    D. Mr Wayne Darnall, research development, Lovell Yellowtail Unit, Lovell WY
    E. Mr Dave Mobley, game warden, Powell, WY
    F. Mr. Dick Keeney, information and education department, Wyoming Game and Fish Commission, Cheyenne, WY

19. Vocabulary
    A. Pupils compile list of new terms pertaining to occupation for notebooks.
    B. Children learn to pronounce, spell, and use as many words in list (see Vocabulary) as possible, depending on their ability level.

20. Pupils write thank you letters to people who assisted with interviews and field trips.

21. Oral discussions
    A. What would happen if there were no Game and Fish Commission?
    B. Advantages and disadvantages of careers with the Game and Fish Commission.
    C. Personal qualifications and interests desirable for careers in the Commission.

22. Pupils use crayons, colored pencils, or water colors to make pictures of animals research in Science Use for booklet.

23. Students make clay models of Wyoming wildlife.

24. Provide large grocery carton for children to make diorama to include clay animals they have made. They should paint the background with the flora of the region and add small rocks and other natural items they have collected.

25. Bulletin Board
    A. "Who-o-o, Me?" see materials packet for instructions.
    B. Step up to that Job" see materials packed for instructions.
    C. Mural showing environment and duties of occupations being studied.

26. Game bird or game animal silhouettes. See materials packet for instruction.

27. Fish mobiles. see materials packet for instructions.

28. Paper strip art - especially adaptable to birds and fish. see page 39 in What to do in Elementary Art by Fred W. Brantlinger, Hayes School Publishing Company, Wilkinsburg, Pennsylvania.

29. "Underwater" using aluminum plates. see materials packet for instructions.

30. "Underwater" with crayon and watercolor. see materials packet for instructions.

31. Working with money. Use of dollar sign and decimal point in computation.

32. Children write story problems using money. Exchange with classmate to solve

33. Prepare chart for bulletin board of fees charged for hunting and fishing licenses.

34. Prepare chart for bulletin board of creel and bag limits for hunters and fishermen; and how to tag game.

35. Counting money, making change. Role playing: buying licenses, camping equipment, hunting and fishing gear, etc.

36. Occupations Covered:

Game farmer	Game and fish commissioner
Game farmer helper	Game and fish assistant commissioner
Gamekeeper	Information and education division chief
Fish and game warden	Technical services division chief
Fish culturist	Fisheries biologist
Biologist	Research development technician

37. Vocabulary:

Biologist	Game management
Restricted area	Plumage
Wilderness area	Special permit
Regulations	License
Season, out-of-season	License fees
Poaching	Resident
Habitat	Migration
Bag limit	Game birds
Creel limit	Waterfowl
Small game	Wildlife
Big game	

39. All of the books listed apply directly to careers in the Game and Fish Commission, but are included because of their close relationship and a limited use of them may be made.

1. Books:

Men at Work in the Mountain States, Harry C. Rubicam, G. P. Putnam's Sons, 1960.
Wildlife Heroes and Villains, Emilian Stanov, 1969, The Stackpole Company
Soil Savers, 1957, Coward, McCann.
Your Future in Forestry, David H. Hanaburgh, 1971, Richards Rosen Press.
What Does a Forest Ranger Do, 1964, Wayne Hyde, Dodd, Mean and Company
Smokejumpers and Fire Divers, 1969, Terry Shannon, Gold Gate Junior Books.
Park Ranger, C.B. Colby, 1955, Coward - McRann
The Boy's Book of Outdoor Discovery, 1969, Allan Macfarlan, Stackpole Books.
In the Steps of the Great American Zoologist, William Temple Hornaday, John Ripley Forbes, 1966, M. Evans and Company
In the Steps of the Great American Zoologist, Frank Eugene Lutz, John C. Pallister, 1966, M. Evans and Company.
In the Steps of the Great American Zoologist, Karl Patterson Schmidt, A. Gilbert Wright, 1967, M. Evans and Company.

39. PAMPHLETS:

BOTANY AS A PROFESSION, OFFICE OF THE SECRETARY, BOTANICAL SOCIETY OF AMERICA, DEPARTMENT OF BOTANY, RUTGERS UNIVERSITY, NEW BRUNSWICK, NJ 08903

POPEYE AND ENVIRONMENT CAREERS, KING COMICS

OUR FINNY FRIENDS, WYOMING GAME AND FISH COMMISSION, CHEYENNE, WY

OUR FURRY FRIENDS, WYOMING GAME AND FISH COMMISSION, CHEYENNE, WY

OUR BIG 'N WILD FRIENDS, WYOMING GAME AND FISH COMMISSION, CHEYENNE, WY

YOUR GAME AND FISH DEPARTMENT, WYOMING GAME AND FISH COMMISSION, CHEYENNE WY

SOIL AND WATER CONSERVATION IN WYOMING, U.S. SOIL CONSERVATION SERVICE, CASPER, WY

THE MEASURE OF OUR LAND, U.S. DEPARTMENT OF AGRICULTURE, SOIL CONSERVATION SERVICE.

LAND IS LIFE, WYOMING GAME AND FISH COMMISSION, CHEYENNE, WY

TEACHING SOIL AND WATER CONSERVATION - A CLASSROOM AND FIELD GUIDE, SOIL CONSERVATION SERVICE, U. S. DEPARTMENT OF AGRICULTURE.

41. FILMS - CONTACT WYOMING GAME AND FISH COMMISSION, BOX 1589, CHEYENNE, WY

42. MAGAZINES:

RANGER RICK'S NATURE MAGAZINE, NATIONAL WILDLIFE FEDERATION, 1412 16 STREET, N.W., WASHINGTON, D.C. 20036
WYOMING WILDLIFE, WYOMING WILDLIFE, BOX 378, CHEYENNE, WY
NATIONAL WILDLIFE, NATIONAL WILDLIFE FEDERATION, 1412 16TH STREET, N.W., WASHINGTON, D. C. 20036
NATIONAL GEOGRAPHIC SCHOOL BULLETIN NATIONAL GEOGRAPHIC SOCIETY, WASHINGTON D.C.

43. SOURCES FOR FREE AND INEXPENSIVE MATERIALS:

A. NATIONAL WILDLIFE FEDERATION
EDUCATIONAL SERVICING
1412 16TH STREET, N.W.
WASHINGTON, D. C. 20036

B. AMERICAN OIL COMPANY (CONSERVATION)
PUBLIC RELATIONS DEPARTMENT
P. O. BOX 6110-A
CHICAGO, IL 60680

C. GARDEN CLUB OF AMERICA
CONSERVATION COMMITTEE
598 MADISON AVENUE
NEW YORK, NY 10022

D. SIERRA CLUB
CONSERVATION DEPARTMENT
ROOM 1050, 220 BUSH STREET
SAN FRANCISCO, CA 94104

E. KANSAS FORESTRY, FISH AND GAME COMMISSION
INFORMATION AND EDUCATION DIVISION
BOX 1028, PRATT, KS

F. THE CONSERVATION FOUNCATION
1250 CONNECTICUT AVENUE, N.W.
WASHINGTON, D. C. 20036

G. WILDLIFE MANAGEMENT INSTITUTE
709 WIRE BUILDING
WASHINGTON, D.C. 20005

H. U.S. DEPARTMENT OF AGRICULTURE
FOREST SERVICE
SOUTH BUILDING
WASHINGTON, D.C. 20250

I. American Forest Institute
919 - 17 Street, N.W.
Washington, D.C. 20006

J. U.S. Department of the Interior
Fish and Wildlife Service
Bureau of Commercial Fisheries
Division of Publications
1811 North Monroe Street
Arlington, VA 22209

K. U.S. Department of the Interior
Bureau of Land Management
Office of Information
Washington, D. C. 20240

L. Wyoming Game and Fish Commission
Information and Education Division
Box 1589
Cheyenne, Wyoming 82001

M. Standard Oil Company of California
Conservation
Public Relations Department
225 Bush Street
San Francisco, CA

N. For other see -
Elementary Teacher's Guide to
Free Curriculum Materials
Educators Progress Service

INVENTORY OF MATERIALS
CAREER BOX
FOURTH GRADE

GAME AND FISH

I. TRG--Careers in the Game & Fish Commission, Cyphers

II. TRU--Game Fish of Wyoming, Gracey
Wyoming Big Game, Gracey
Wyoming Small Game, Gracey
Wyoming Upland Game Birds & Waterfowl, Gracey

III. Materials from Game & Fish Commission

Land is Life
Our Feathered Friends
Our Big 'n Wild Friends
Our Furry Friends
Packet of Conservation materials
Our Finny Friends

IV. Speakers: Representatives from Wyo. Game & Fish Commission

V. Field trips: Clark Fish Hatchery
Tillet's Fish, Rearing Pond

MEATCUTTER

SUGGESTED ACTIVITIES
FOURTH GRADE

MEAT CUTTERS

1. DISCUSSION OF THE THREE TYPES OF ANIMALS BUTCHERED. (CATTLE, HOGS, AND SHEEP). DISCUSSION SHOULD INCLUDE THE FOLLOWING TERMS: STEER, VEAL, FAT LAMBS, WETHER, GILT, BARROW, ETC.

2. CHECK LIVESTOCK QUOTATIONS IN BILLINGS GAZETTE OR DENVER POST FOR PRICES OF FAT ANIMALS.

3. INVESTIGATE THROUGH RESOURCE MATERIALS HOW THESE THREE ANIMALS DRESS OUT.

4. HAVE WORKSHEET FOR PUPILS TO COMPUTE COSTS OF ANIMALS OF DIFFERENT WEIGHTS.

5. LEARN THE DEFINITIONS AND SPELLINGS OF THE FOLLOWING TERMS FROM THE MEAT CHARTS: CHUCK, RIB, SHORT LOIN, SIRLOIN, ROUND, FORE SHANK, BRISKET, SHORT PLATE, FLANK, TIP.

6. TAKE A COMMITTEE TO ONE OF THE GROCERY STORES AND HAVE THE BUTCHER TELL THE STUDENTS ABOUT HIS JOB. TRY TO MAKE A SLIDE PRESENTATION TO TAKE BACK TO THE CLASS OR A RECORDING.

7. TAKE A FIELD TRIP TO THE POLAR PLANT.

8. TAKE A FIELD TRIP TO THE AUCTION TO WATCH LIVESTOCK BEING SOLD. COULD ALSO WATCH THE VETERINARIAN, ETC. WORKING BEFORE THE AUCTION. AUCTION MARKET, FRIDAY.

9. EACH STUDENT COMPILE AT LEAST 5 QUESTIONS FOR THE BUTCHER TO ANSWER.

10. WRITE THANK YOU LETTERS TO PEOPLE THAT ASSISTED.

11. MAKE A BULLETIN BOARD TO SHOW THE VARIOUS TYPES OF CUTS FOUND.

12. DISCUSS HOW A PERSON GETS TO BE A MEAT CUTTER, TRAINING ETC. LOOK FOR BOOKLET IN BOX.

13. WRITE LETTERS TO STUDENTS IN ANOTHER PART OF THE U.S. TO DISCUSS THE OCCUPATION WITH THEM.

14. BRING IN THE IMPORTANCE OF KNOWING HOW TO CUT MEAT SO YOU CAN PROPERLY TAKE CARE OF YOUR ELK OR DEER WHEN YOU GO HUNTING.

15. LOOK IN THE PAPER TO AID IN DISCUSSING THE DIFFERENT COSTS OF MEAT CUTS.

16. HAVE STUDENTS CONSTRUCT A WEIGHT CHART FOR EACH OF THE BREEDS OF BEEF, SHEEP, AND PIGS. HAVE THEM LIST THE LIVE WEIGHT AND THEN FIGURE THE CARCASS WEIGHT OF EACH ANIMAL.

    EXAMPLE: SHORTHORN LIVE CARCASS

997 .620

INVENTORY OF MATERIALS
CAREER BOX
FOURTH GRADE

MEAT CUTTERS

I. MATERIAL AVAILABLE FROM AV DEPARTMENT

FILMSTRIPS:

FSS 210 THE BUTCHER
S 133 THE STORY OF MEAT
H 80 THE STORY OF MEAT

II. SPEAKERS: MEAT CUTTERS FROM LOCAL STORES OR LOCKER PLANTS

PETROLEUM INDUSTRIES

SUGGESTED ACTIVITIES
Fourth Grade

PETROLEUM AND OIL INDUSTRY

1. Discuss possible careers in petroleum industries.
2. Parents involved in jobs related to oil field. Discuss.
3. Filmstrip - "Oil from Earth to You." O-1.
4. Resource people: Wayne Smith, Amoco; Jones Trucking.
5. Field trips: Elk Basin, Continental Oil, Husky Refinery.
6. Discuss education required for different jobs in oil industry.
7. Oil production in relation to different states.
8. Make graph of states and production.
9. Discuss oil fields within Wyoming.
10. Make map of Wyoming showing oil fields, wells, etc.
11. How petroleum relates to everyday living--discuss.
12. Write thank you letters to resource people.
13. Students compile lists of words and terms pertaining to careers in petroleum and natural gas. Be able to spell and use terms in complete sentences.
14. Write letters to Oil Companies to obtain free material relating to industry and ecology.

    American Oil Company
    Attention: Steve Walker
    Public Relations Department
    910 S. Michigan Avenue
    Chicago, IL 60605

    American Petroleum Institute
    Petroleum Today
    1801 K. Street, N.W.
    Washington, D.C. 20006

15. Write reports on books and articles pertaining to oil industry.
16. Make sketches of drilling rigs and pumping units (see Pogo's Oil Well--p. 23, p. 33, p. 39, p. 43).

INVENTORY OF MATERIALS
CAREER BOX
FOURTH GRADE

PETROLEUM

I. Books

1. LET'S VISIT AN OIL COMPANY, Pope-Emmons (Tch. guide in IMC, Your World.)
2. MAGIC OF STEEL AND OIL, Webb

II. Kit

Natural gas in your community (from Am. Gas Association)

III. Material from AIME

Careers in Petroleum Engineering, 28 copies

IV. Material from U.S. Department of Interior--Oil Shale

V. "Petroleum Today," 6 copies

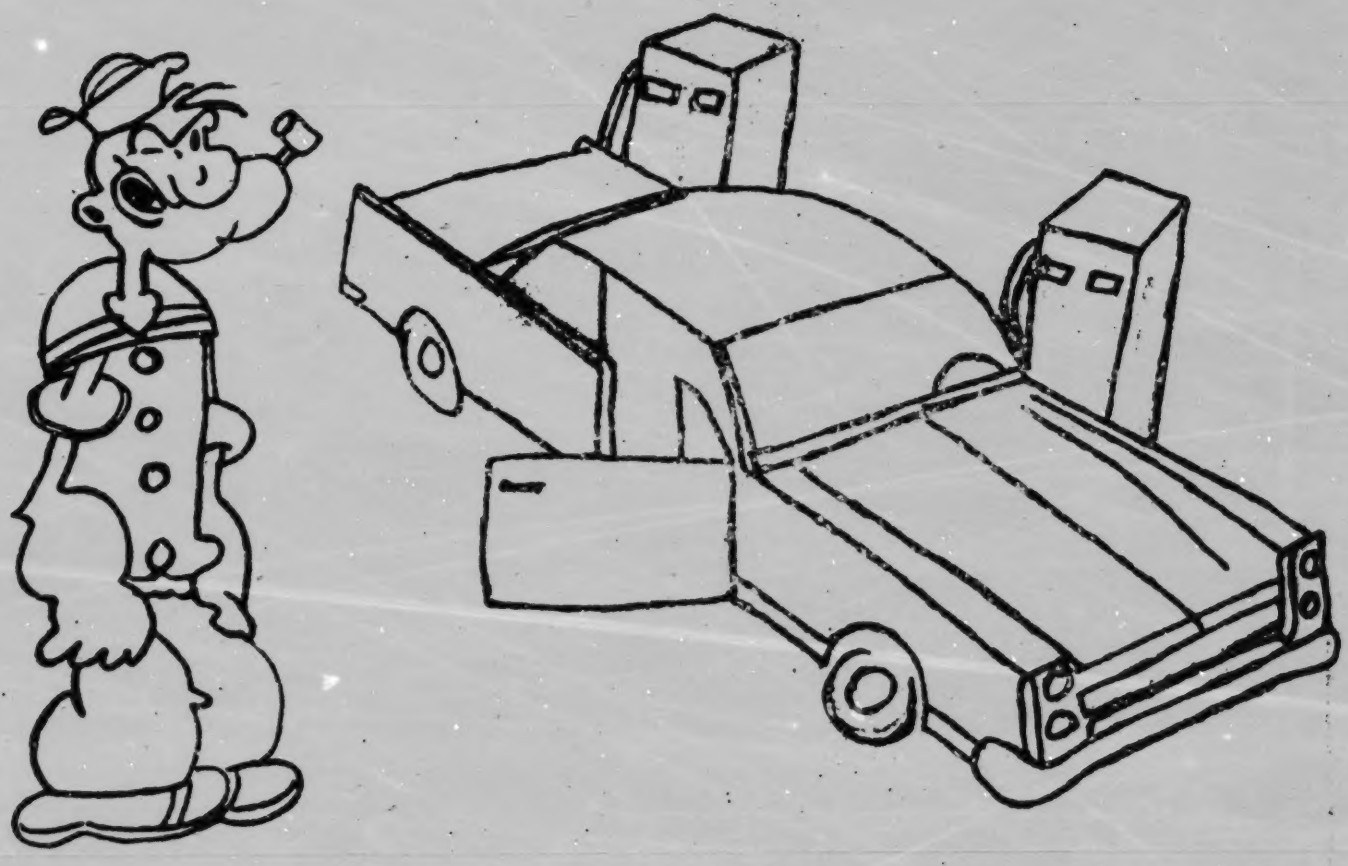
VI. Speakers: Representatives from Amoco, Marathan, and MDU.

VII. Field trips: Elk Basin Oil Fields

VIII. Materials Available from AV Department

O-1 Oil from Earth to You
P-5 Petroleum in Today's Living

SERVICE STATION ATTENDANT



SUGGESTED ACTIVITIES
Fourth Grade

SERVICE STATION

1. Have the students list all of the service stations that are found in our community.
2. Have the students make a list of all the things that a service station sells besides gasoline.
3. Students prepare a list of questions that they would like to ask the resource person that will be brought in.
4. Discuss with the class the types of things a service station does for its customers.
5. Discuss with the class all of the services that the station does besides selling gasoline.
6. What type of education and training is required to be a service station attendant.
7. Work from the World of Work--Math and A Business.
8. Make a cassett of "Let's go to a Garage" and have students listen as they read this story.
9. Invite a service station owner to come and answer questions that the students compiled and also to discuss his business. Ray Berg, Texaco Station; Lynn Elwood, Husky Station; Harold Jacobson, Standard Station.
10. Have students write thank you letters to the guest speaker.
11. Write a creative story about an incident that pertaines to a service station attendant after you read "It's the Heart That Counts," children can share these stories.
12. Look in the Billings Gazette and Denver Post for help wanted section to look for jobs. Put one on the board and have the students write an answer to this ad.
13. See Inventory Sheet for AV material.

INVENTORY OF MATERIALS
CAREER BOX
FOURTH GRADE

GAS STATION ATTENDANT

I. Books

1. LET'S GO TO A GARAGE, Goodspeed
2. I KNOW A GARAGEMAN, Williams
3. COUNTRY GARAGE, Beim
4. LET'S VISIT A RUBBER COMPANY, Pope-Emmons

II. LAP 510.8 Math and a Business

III. Field trip: Local gas stations

IV. Speakers: Local gas station workers, mechanics

V. Material Available from AV Department

Film Loops: FL 128 Gasoline Service Station Attendants

Filmstrips: FSS 166 Who Helps Us, Part II, Service Station
FSS 139 Education for Occupations
#1 Working in a Service Station
C 94 Service Station Attendant
FSS 141 Employment Opportunity

NURSE

SUGGESTED ACTIVITIES
FOURTH GRADE

NURSING AND RELATED CAREERS

1. FIELD TRIPS TO HOSPITAL AND NURSING HOME. EACH CHILD MUST BRING THREE TO FIVE QUESTIONS FROM HOME WHICH THEY WOULD LIKE ANSWERED ABOUT THE PROFESSIONAL ASSISTANTS AND THEIR WORK. THESE WILL BE DISCUSSED, SUMMARIZED, AND THE BEST ONES CHOSEN FOR USE.

2. DEMONSTRATIONS BY NURSE - USE OF STETHESCOPE, SPHYGMOMANOMETER, TAKING TEMPERATURE, CHECKING PULSE, RESPIRATION, ETC.

3. CHILDREN LISTEN TO HEART BEAT AND BREATHING WITH STETHESCOPE OBTAINED FROM PORTABLE SCIENCE LAB AND ENDEAVOR TO COUNT PULSE OF CLASSMATES IN THE CLASSROOM.

4. PUPIL INTERVIEWS WITH RESOURCE PEOPLE. SEE LIST, BUT ENDEAVOR TO USE PARENTS OF PUPILS WHO ARE EMPLOYED IN ANY OF THE OCCUPATIONS BEING STUDIED INSTEAD, IF POSSIBLE.

5. CHILDREN CUT TAPES ON INTERVIEWS.

6. WRITE LETTERS REQUESTING INFORMATION ON CAREERS IN THERAPY. STRESS IMPORTANCE OF PENMANSHIP AS WELL AS SPELLING AND CORRECT LETTER FORM.
   A. GOTTSCHE REHABILITATION CENTER, HOT SPRINGS, STATE, PARK, THERMOPOLIS, WY 82443
   B. NATIONAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS, 11 SOUTH LASALLE STREET, CHICAGO, IL

7. WRITE THANK YOU LETTERS TO RESOURCE PEOPLE WHO ASSISTED THROUGH INTERVIEWS AND FIELD TRIPS.

8. LEARN RESEARCH TECHNIQUES - USES OF DICTIONARY, LIBRARY CARD CATALOG, BOOK INDEXES, ENCYCLOPEDIAS.

9. ORAL AND WRITTEN REPORTS
   A. ORIGIN OF NURSING
   B. SPECIALIZED FIELDS OF NURSING AND RELATED CAREERS (SEE LIST OF OCCUPATIONS COVERED)
   C. BIOGRAPHIES (FLORENCE NIGHTINGALE, CLARA BARTON)

10. USE A LARGE SCRAP BOOK OR NOTEBOOK TO MAKE A CLASS BOOK OF REPORTS WRITTEN BY THE PUPILS.

11. ORAL DISCUSSIONS
   A. ESSENTIAL PERSONAL QUALIFICATIONS FOR NURSING
   B. ADVANTAGES AND DISADVANTAGES OF NURSING PROFESSION
   C. EDUCATION AND TRAINING REQUIREMENTS
   D. NEED OF ABILITY TO COMMUNICATE WITH OTHERS BOTH ORALLY AND IN WRITING

12. VOCABULARY DEVELOPMENT
   A. COMPILE LIST OF NEW WORDS AND TERMS
   B. DEVELOP STUDENTS' ABILITY TO PRONOUNCE, SPELL, AND USE IN SENTENCES SELECTED MEDICAL TERMS FROM LIST (SEE VOCABULARY)

13. Creative Writing
    A. Stories such as "A Day in the Life of a Nurse" (or other professional assistants - see list of occupations covered)
    B. Plays depicting work of occupation chosen to be used later for dramatization or puppet shows.

14. Students view films strips

15. Students listen to tapes

16. Students produce plays or puppet shows (written by children - see Creative Writing) for other fourth grade rooms. Have plays video-taped for later use.

17. Research reading on different fields of nursing and related careers (see list of occupations covered).

18. Library books, stories (see materials).

19. Follow in book or handout sheet while listening to tape.

20. Magazines

21. Vocabulary development - recognition and understanding of medical terms (see vocabulary list).

22. View film strips (see materials)

23. Listen to tapes (see materials)

24. Students devflop list of characteristics required for ability to get along with other people.

25. Examine want ads in such papers as THE BILLINGS GAZETTE or THE DENVER POST for jobs in fields being studied.

26. Pupils investigate whether occupations would likely be found in all areas of the United States.

27. Develop check lists for evaluating personal qualifications (see M-221 and M-421 in packet).

28. Learn about differences in thermometers.

29. Introduce simple decimals.

30. Learn to read thermometers (exposure to metric system).

31. Learn to make and use charts and graphs
    A. Line or bar graph showing daily temperature changes
    B. Bar graph showing education required for different careers (see occupations covered)
    C. Committees of pupils develop circular graphs showing interdependance of health occupations.

32. Telling time

33. Map of floor plan of hospital showing work areas of various occupations being studied (see occupations covered).

34. Mural (Similar to Item #1 above).

35. Bulletin boards
    A. "It Could Be You!" depicting various occupations being studied (see occupations covered)
    B. "People Communicate in Their Work" (example: nurse and various means of communication she uses)
    C. Children bring pictures to illustrate careers (see list of occupations covered)

36. Shoe box dioramas. Children choose a hospital room, nurses' station, a x-ray room, ambulance garage, etc. Construct furniture with materials from "scrap box" - cardboard, small boxes, drinking straws, etc.

37. Make hand puppets for puppet shows

38. Vocabulary
    This is a tentative list only. It is to be developed with the class as the unit progresses.

ACUTE	EMERGENCY ENTRANCE	RECOVERY ROOM
ADMISSION FORM	EXAMINATION	RESPIRATION
AMBULANCE	FLOROSCOPE	STETHESCOPE
ANESTHETIC	FRACTURE	SURGERY
CHRONIC	INTENSIVE CARE	TECHNICIAN
CONTAGIOUS	INFECTION	TRACTION
CORRECTIVE EXERCISE	INFECTIOUS	THERAPEUTIC EXERCISE
DIAGNOSIS	ISOLATION	THERAPIST
DISEASE	ORTHOPEDIC	THERAPY
DISLOCATION	PARALYSIS	THERMOMETER
DISINFECTANT	PEDIATRIC	X-RAY

    Books may be obtained from the IMC in each building. Audio-visual materials may be obtained through the Career Education Office.

39. See Career Box Inventory for complete listing of sound filmstrips, filmstrips, cassette tapes, books.

INVENTORY OF MATERIALS
CAREER BOX
FOURTH GRADE

NURSE

I. Books

1. COME TO WORK WITH US IN A HOSPITAL, Wilkinson
2. LET'S GO TO A HOSPITAL, Rowland

II. TRG--Nursing and Related Careers, Cyphers

III. Tapes: CTT 234--Getting to Know the Hospital

IV. Speakers: Local Nurses (check with local hospital)

V. Material Available from AV Department

Film Loops: FL 130 Licensed Practical Nurses
FL 144 Registered Professional Nurses

Filmstrips: FSS 143 Hospital Job Opportunities
8. Nurse's Aid
9. Nurse

FSS 138 Compassion for People
2. Registered Professional Nurse
4. Licensed Practical Nurse

FSS 160 So You Want to Be a Nurse

H 357 F Nurse
H 357 E Nurse's aid
H 357 B X-ray technician
H 357 D Medical assistant
8-2-M Medical Assistant

N-65 Dental Hygienist
N-64 Nursing Assistant
N-63 Licensed Prac. Nurse
N-62 Registered Nurse
N-61 Registered Nurse

X 335 H Working in a Hospital
H 357 A Inhalation Therapy Technician
H 357 G Hospital Food Service Workers
A 3101G Working in a Hospital

RADIO ANNOUNCER

SUGGESTED ACTIVITIES
Fourth Grade

RADIO BROADCASTER

1. Have children list as many things as they can that a radio announcer does.

2. Play recording which gives brief portions of a newscast, sportscast, weather report, disc jockey program. Home assignment: pupils are to discuss recording with parents and prepare three questions they would like answered regarding the work of a radio announcer.

3. Discuss questions (see item #2 above.) Summarize and record those to be used as guide in study.

4. Pupils write letters requesting information on careers in broadcasting.

5. Teach correct letter form and stress good penmanship and spelling
   a. University of Wyoming, Curriculum Department, Laramie, WY
   b. National Association of Broadcasters, 1771 N. Street, N.W., Washington D.C. 20036
   c. Central Wyoming College, Riverton, WY
   d. Federal Communications Commission, Ben F. Waple, Secretary, Washington, D.C. 20554

6. Oral discussions
   a. Importance of voice quality, correct pronunciation, enunciation,
   b. Personal qualifications which would lead to interest in broadcasting
   c. Education and training requirements for career in broadcasting

7. Pupils interview resource people (Don't take class as a unit to KPOW--limited space)
   a. Bill Mack, Radio Station KPOW, Powell, WY
   b. Steve Campbell, Radio Station KFOW, Powell, WY
   c. Doc DeVore, Radio Station KPOW, Powell, WY

8. Students work in committees (may use newspapers for resource material) to prepare scripts for newscast, sportscast, weather report and forecast, open line call-in program, and disc jockey program. A program committee will combine scripts to be taped. Engineering committee will tape program read by pupils taking the announcer roles. Play back to class. Follow with discussion comparing with real radio and noting strong and weak points of pupil production.

9. Write thank you letters to people who assisted through interviews.

10. Oral and written reports
    a. discovery and history of radio
    b. biography of Marconi
    c. Specialized fields in broadcasing (see list of occupations covered)
    d. Special uses of radio, such as in aviation, law enforcement, certain business, etc.

11. VOCABULARY DEVELOPMENT
    A. STUDENTS COMPILE LIST OF WORDS AND TERMS PERTAINING TO BROADCASTING
    B. STUDENTS INCREASE ABILITY TO PRONOUNCE, SPELL, AND USE IN SENTENCES TERMS SELECTED FROM LIST (SEE VOCABULARY)

12. CREATIVE WRITING
    A. RADIO SCRIPTS FOR NEWS, SPORTS, WEATHER, ETC.
    B. RADIO DRAMAS
    C. STORIES (EXAMPLE: THE EXPERIENCES OF BROADCASTER DURING A LOCAL EMERGENCY SUCH AS FLOOD, EARTHQUAKE, TORNADO)

13. PRODUCE PROGRAMS WRITTEN DURING CREATIVE WRITING IN MODEL STUDIO.

14. STUDENTS LISTEN TO TAPES (SEE MATERIALS)

15. FIELD TRIPS ARE NOT RECOMMENDED BY THE LOCAL STATION MANAGER. A SLIDE-TAPE PRESENTATION SHOULD BE PREPARED IN ADVANCE FOR THIS UNIT.

16. RESEARCH READING ON DIFFERENT FIELDS IN BROADCASTING.

17. LIBRARY BOOKS, STORIES

18. MAGAZINES

19. VIEW FILMSTRIPS (SEE MATERIALS)

20. STUDENTS RESEARCH AND STUDY SCOPE OF NATIONAL BROADCASTING

21. INVESTIGATE ROLE OF U.S. BROADCASTING IN AND FROM OTHER COUNTRIES.

22. PLOT AS MANY STATIONS IN WYOMING (WITH CALL LETTERS) AS POSSIBLE ON MAP OF STATE.

23. FIND OUT WHICH WAS FIRST STATION IN U.S., WYOMING, BIG HORN BASIN.

24. RESEARCH HISTORY OF LOCAL RADIO STATION.

25. INVESTIGATE ROLE OF RADIO IN LOCAL AND NATIONAL EMERGENCIES.

26. COMMITTEES WILL STUDY INFLUENCE OF RADIO AS SOURCE OF INFORMATION AND ITS IMPACT ON NATION'S CULTURE, ECONOMY, AND POLITICAL LIFE.

27. TELLING TIME TO NEAREST MINUTE/SECOND

28. PREPARE ONE HOUR TIME SCHEDULE TO INCLUDE NEWS, SPORTS, WEATHER, ADVERTISEMENTS, PUBLIC SERVICE ANNOUNCEMENTS, MUSIC.

29. PREPARE MODEL STUDIO IN CORNER OF ROOM. USE FOR PRODUCING PROGRAMS CHILDREN HAVE WRITTEN.

30. BULLETIN BOARD

A. POST PICTURES MADE BY CHILDREN OF DIFFERENT OCCUPATIONS IN BROADCASTING. CHILDREN WRITE CAPTIONS FOR THEM.

B USE MAP, COLORED MAP TACKS, AND YARN TO SHOW RANGE OF LOCAL STATION

31. OCCUPATIONS COVERED:

PROGRAM ANNOUNCER, NEWSCASTER, NEWS COMMENTATOR, SPORTS ANNOUNCER, DISC JOCKEY, ANNOUNCER SUPERVISOR, INTERNATIONAL BROADCASTER (BILINGUAL), PROGRAMMER, ENGINEER

32. VOCABULARY:

TENTATIVE LIST ONLY - WILL BE DEVELOPED WITH CLASS AS UNIT PROGRESSES.

BROADCASTING STUDIO, CLASSIFIED INFORMATION, COMMENTARY, COMMERCIAL, LIVE AND DIRECT BROADCAST, NEWS, NEWS ANALYST, NEWS RELEASE, NEWS SOURCE, PRE-RECORDED INTERVIEW, PRESS CONFERENCE, TAPING DIFFICULTIES, TECHNICAL DIFFICULTIES, TRANSMITTER

INVENTORY OF MATERIALS
CAREER BOX
FOURTH GRADE

RADIO ANNOUNCERS

I. Books

1. You Can Work in the Communications Industry

II. King Comics--Popeye and Communications and Media Careers

III. TRG--Radio Broadcasting, Cyphers

IV. Speakers: Radio Announcers from KPOW

SALESMAN

SUGGESTED ACTIVITIES
FIFTH GRADE

SALESMAN

1. MAKE A LIST OF PRODUCTS AND THE SERVICES SOLD BY EACH OF THE SALES PEOPLE THAT THE CHILDREN CAN THINK OF. (MAKE THIS INTO A CHART)

2. DISCUSS THE ATTRIBUTES OF BEING A GOOD SALES PERSON. (MAKE THIS INTO A CHART.

3. MAKE UP PROBLEMS INVOLVING PURCHASES WHERE THE STUDENTS ADD TO FIND THE TOTAL COST OF THEIR PURCHASES. PUT ITEMS ON CARDS ALONG WITH THE PRICE.

4. MAKE UP PROBLEMS INVOLVING PURCHASES AND MAKING CHANGE.

5. DISCUSS THE PEOPLE WHO SELL THINGS. BE SURE TO MENTION THE IDEA OF PEOPLE WHO HAVE A SERVICE TO SELL.

6. HAVE CHILDREN MAKE UP PROBLEMS OF THEIR OWN AS THEY ROLE PLAY A SALESPERSON TALKING TO A CUSTOMER.

7. HAVE EACH STUDENT BRING A PICTURE (S) OF SOME PRODUCT. THEY CAN RENAME THIS PRODUCT AND PRETEND THAT THEY ARE TRYING TO SELL IT TO THE CLASS.

8. DIVIDE THE CLASS INTO GROUPS AND HAVE THEM DECIDE UPON SOME PRODUCT THEY WANT TO TRY AND SELL. THEY THEN CAN WRITE UP A T.V. COMMERCIAL AND PUT THIS ON FOR THE REST OF THE CLASS.

9. HAVE THE CHILDREN TELL OF EXPERIENCESTHEY OR THEIR FAMILY HAVE HAD WITH A SALESPERSON.

10. HAVE THE CHILDREN MAKE A LIST OF THE DIFFERENT COMMERCIALS THAT THEY SEE ON T.V. AND HEAR ON THE RADIO.

11. LOOK IN THE WANT ADS IN THE LOCAL PAPER OR BILLINGS GAZETT FOR WANT ADS FOR SALES PEOPLE.

12. SEE INVENTORY SHEET FOR AV MATERIALS.

INVENTORY OF MATERIALS
CAREER BOX
FIFTH GRADE

SALESMAN

I. Books

1. KING COMICS--Popeye and Marketing & Distribution Careers (2 copies)

II. Speakers:

Area Sales Representatives
Avon Lady
Retail Sales Clerk
Car Salesman

III. Material Available from AV Department:

Filmstrips:

FSS 162 SRA Career Exploration (Part 6, Persuasive Interest)

FSS 135 Careers in Aerospace (Part 4, Aerospace Sales Representative)

Cassettes: 55 Profit Business Goal
52 Subtraction: Dollars, Cents!
406 Auto Salesman

Film Loop 146

GEOLOGY

SUGGESTED ACTIVITIES
Fifth Grade

GEOLOGY

1. Prepare bulletin board using pictures of different kinds of common rocks.
2. Display wall chart showing strata formations of earth's crust (can be secured from Amoco).
3. Have display of rock samples to discuss.
4. Field trip to area rich in rocks to collect rocks. Bennett Creek Buttes, Clark; Tillet Ranch, Lovell.
5. Label rocks collected during field trip.
6. Resource people (see Unit outline) Mrs. Churchill
7. Show filmstrips, slides, transparencies
8. Read books on rocks and fossils and write reports.
9. Visit museums (Greybull, Cody)
10. Look at crystals of salt under microscope. Dissolve salt in water. Allow water to evaporate and look at them again.
11. Look at rocks through a microscope and under a black light.
12. Collect newspaper clippings that tell about geological discoveries, moon exploration, etc. Make into a booklet.
13. Write letters requesting free information (see materials list in outline)
14. Write thank you letters to resource people.
15. Give oral reports on research questions.
16. Write a paragraph about uses of rocks.
17. Write a paragraph about each of the occupations related to geology
18. Discuss preparation necessary for each of the above occupations.
19. List words pertaining to geology. Look up meanings and write sentences using them.
20. Take pictures of buildings constructed of rocks, slate roofs, concrete etc. Put pictures in scrapbooks.

21. Tape, video tape, or make slide presentation of field trips and resource people visitations.

22. Draw pictures of rocks and label them.

23. Find out where limestone, sandstone, shale coal, quartzite, marble, gneiss, and slate are found in the United States. Locate them by symbols on an outline map of U.S.

24. Make a graph of the production of one of these rock materials in various states.

25. Make a graph showing dates of geologic events.

26. Learn difference between Anthracite, bituminous, and lignite coal. Find samples if possible.

27. Research to find out where coal is found in Montana and Wyoming.

28. Report on how coal is formed and its uses.

29. Report on how rocks are quarried.

30. Locate Mammoth Cave, Kentucky and Carlsbad Caverns, New Mexico on U.S. Map. Read about them. Discuss how caves are formed.

31. Look up petroleum. Find out where it is found in U.S. and locate areas on U.S. Map.

32. Find out how petroleum is formed in the earth.

33. Use booklet on fossils in Unit material.

INVENTORY OF MATERIALS
CAREER BOX
FIFTH GRADE

GEOLOGY

I. Books

1. ROCKS AND WHAT THEY TELL US, Del Ray
2. JUNIOR SCIENCE BOOK OF ROCK COLLECTING, Crosby
3. EARTH TREASURES: ROCKS AND MINERALS, Comfort
4. THE TRUE BOOK OF ROCKS AND MINERALS, Podendorf
5. YOU AND THE EARTH BENEATH US, May
6. ROCKS, Zim
7. A CHILD'S BOOK OF STONES, Swenson
8. THE HOW AND WHY WONDER BOOK OF ROCKS AND MINERALS
9. THE WIND HAS SCRATCHY FINGERS, Clifford-Carlson
10. LET'S VISIT A MINING COMPANY, Pope-Emmons
11. THE HOW AND WHY WONDER BOOK OF OUR EARTH
12. ANSWERS ABOUT ROCKS AND MINERALS, Smithline
13. THE WORLD OF GEMS & JEWELRY
14. YOUR FUTURE IN GEOLOGY, Weitz

II. TRG--Careers in Geology & Related Occupation, B. Hill

III. LAP--Fossils, J. Richards

IV. Student Collection of Rocks

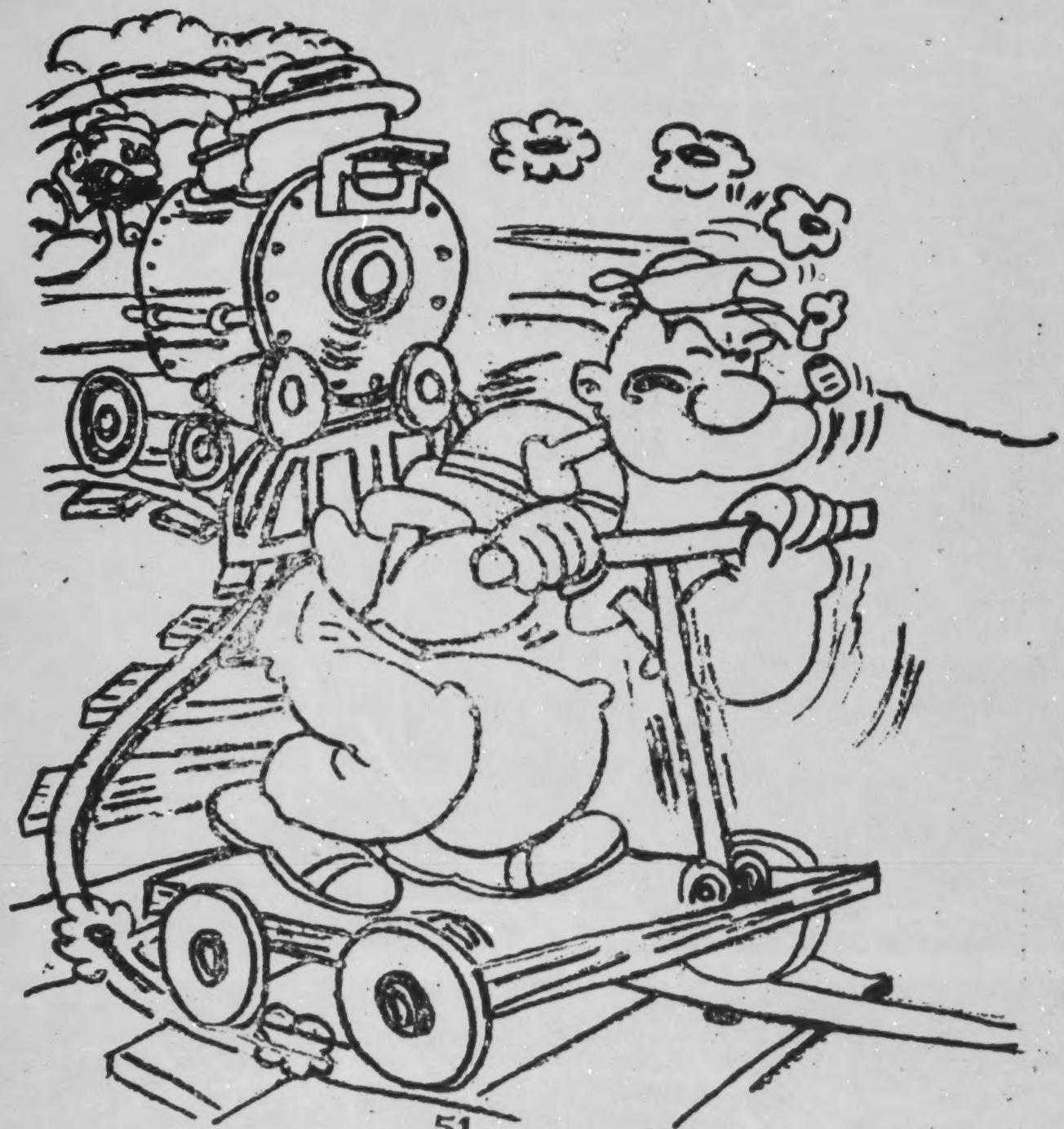
V. Let's Collect Shells and Rocks, 22 copies

VI. Speakers:

Local rockhounds who make jewelry and do other lapidary work:

Mildred and Les Lawrence
Peggy and Don Graham
Margaret and Swede Olson
Wayne and Betty Breitweiser
Walt and Edna Scott (also has good fossil collection)

TRANSPORTATION



SUGGESTED ACTIVITIES
Fifth Grade

TRANSPORTATION

1. Discussion of the three places where travel takes place.
2. Have students write down why they think our transportation system is important to us. Have them share their ideas with the class.
3. Large group activity - discuss the different types of transportation on land, in the air, and on the water. Begin with the early colonists and end with the kinds we have today.
4. Read in encyclopaedia or reference books about transportation and about the changes that have occurred. What men contributed to these changes?
5. Write a report on Henry Ford or any other successful inventor in the field of transportation.
6. Make two murals: one showing "yesterday in transportation," and the other, "today in transportation."
7. Small group activity - discuss the hazards, lack of comfort, and speed of early day transportation.
8. See filmstrips A-63, T-8, and S-92.
9. Make a list of traffic laws and safety rules telling why they must be observed on land, water, and air.
10. Write a report telling how faster ways of travel have improved transportation, made every nation our neighbor and made the world seem smaller.
11. Make road signs and display in the classroom.
12. Take a field trip to the Airport or the Salt Creek Freightways.
13. On a map locate and label the important airways, railroads, waterways, and highways in the United States.
14. Read about the Panama Canal and learn why it is important to the U.S.
15. Build a canal lock and demonstrate how it works.
16. Take a field trip to the Airport - Bill Blakeman, Don Williams.
17. Ask Big Horn International Travel to come and talk to the class.
18. Take a field trip to Salt Creek Freightways - Ray Norberg
19. Take a bicycle ride and observe the different methods of transportation in Powell.

20. Use a scale of miles and measure distance between cities.

21. Study transparency TR-495.

22. Listen to Cassette Teaching Tape CTT-35.

23. Research the different types of jobs available in the transportation industry. Read "You Can Work In The Transportation Industry."

24. Write thank you letters to the people who were interviewed.

25. See Inventory Sheet for AV materials.

INVENTORY OF MATERIALS
CAREER BOX
FIFTH GRADE

TRANSPORTATION

I. Books

1. RAILROADS, American Geographical Society
2. MOUNTAIN-CLIMBING TRAINS, Ackerman
3. THE TRUCKS THAT HAUL BY NIGHT, Stevens-Kaufmann
4. YOU AND TRANSPORTATION, Lewellen
5. TRUCKS ON THE HIGHWAY, Colby
6. YOU CAN WORK IN THE TRANSPORTATION INDUSTRY (2 copies)
7. THE REAL BOOK ABOUT TRAINS, Cole
8. ALL KINDS OF AIRPLANES, Young
9. HOW DOES IT GET THERE?, Sullivan

II. LAP 380.5
LAP Transportation: Trains, Planes, Boats, J. Richards

III. KING COMICS--Popeye & Transportation Careers--2 copies

IV. Material from Association of American Railroads

America's Wheels, 25 copies
10 color transparencies
Rails Across America, 25 copies

IV. Material Available from AV Department

Film Loops:

FL 132, Local Transit Bus Drivers
FL 133, Local Truck Drivers
FL 138, Over the Road Truck Drivers

Filmstrips:

FSS 164 Utilities and Communication
Transportation Services (Good F.S. on public transportation)
FSS 163 Transportation (set of 8 filmstrips)
What you would See at the Airport...Harbor...Railroad Terminal...Bus & Truck Terminal...Who Works at the Airport... Harbor. .Railroad Terminal...Bus Terminal
A 63 Transportation (Air)
T-27 Transportation
T-28 Transportation in the U.S.
T-8 Trucks Work for Us
W-64 Workers for the Public Welfare-Transportation and Transportation Workers
A-115 American History Series

BOOKKEEPER

SUGGESTED ACTIVITIES
Fifth Grade

BOOKKEEPING
OFFICE SKILLS

1. List terms on the board and have pupils arrange them in alphabetical order. Have the pupils research and discuss the terms aloud. Have pupils make up sentences and recite them aloud.

   Terms: Dictation, shorthand, clerical work, correspondence, confidential records, transcribe, legal pad of paper, typewriter.

2. Select a committee of students to write a letter to a local employer requesting permission for a secretary to come to speak to the class about her tasks, training and responsibilities. If she is a friend or relative of students, allow the student to introduce the secretary to the class. The visitor could also explain the terms and materials common to a secretary.

3. Discuss why a secretary needs to be pleasant. Go into detail about the term personality. Allow students to express their ideas.

4. Bring to school a typewriter for pupils to use. Have students transcribe their notes by using the typewriter. This experience helps the students to realize the need for a secretary to be alert, efficient, accurate, and neat.

5. After the discussion of a secretary's duties, let students pair off: one child to give dictation and one to take notes. You could also allow students to file; other students place papers in folders.

6. Take a few interested students on a field trip through a local business office so they may observe the office machines and office personnel at work. Perm students to tape interviews. Have the students report their findings to the rest of the class.

7. To introduce the receptionist have the students discuss the many ways they have to communicate with others each day at school and at home.

8. Have students look up and write definitions of communicate, information, punctuality.

9. Have students write a skit involving the receptionist and a salesman showing positive/negative relationships. Role-play.

10. See Inventory Sheet for AV materials.

11. Work sheets "Math in the Everyday World"
    World of Work "The Bank and You"
    World of Work "Budgeting"

12. Write thank you letters to resource persons.

13. What are duties of the secretary, would you like to make this your career? What is it that interests you about this job?

14. Investigate what training is needed and where it can be obtained. N.W.C.C., Billings Business College, Eastern Montana College

15. Arrange afield trip to N.W.C.C. Business Department, Dan Oliver

    a. Ask Mr. Oliver about the possibility of using a stenographic (court reporting) machine and a resource person to run it. (Mrs. Dan Oliver)

BOOKKEEPING--OFFICE SKILLS
CAREER BOX
INVENTORY OF MATERIALS

FIFTH GRADE

I. Books

1. Your Future in Banking, Boynton

II. LAP--Math in the Everyday World
LAP--332.10, The Bank and Your
LAP 640, Budgeting

III. King Comics, Popeye and Business and Office Careers

IV. Speakers: Secretaries, Bookkeepers, CPA

V. Material Available from AV Department:

Filmstrips:

FSS 137 Clerical Occupations, Office Staffing

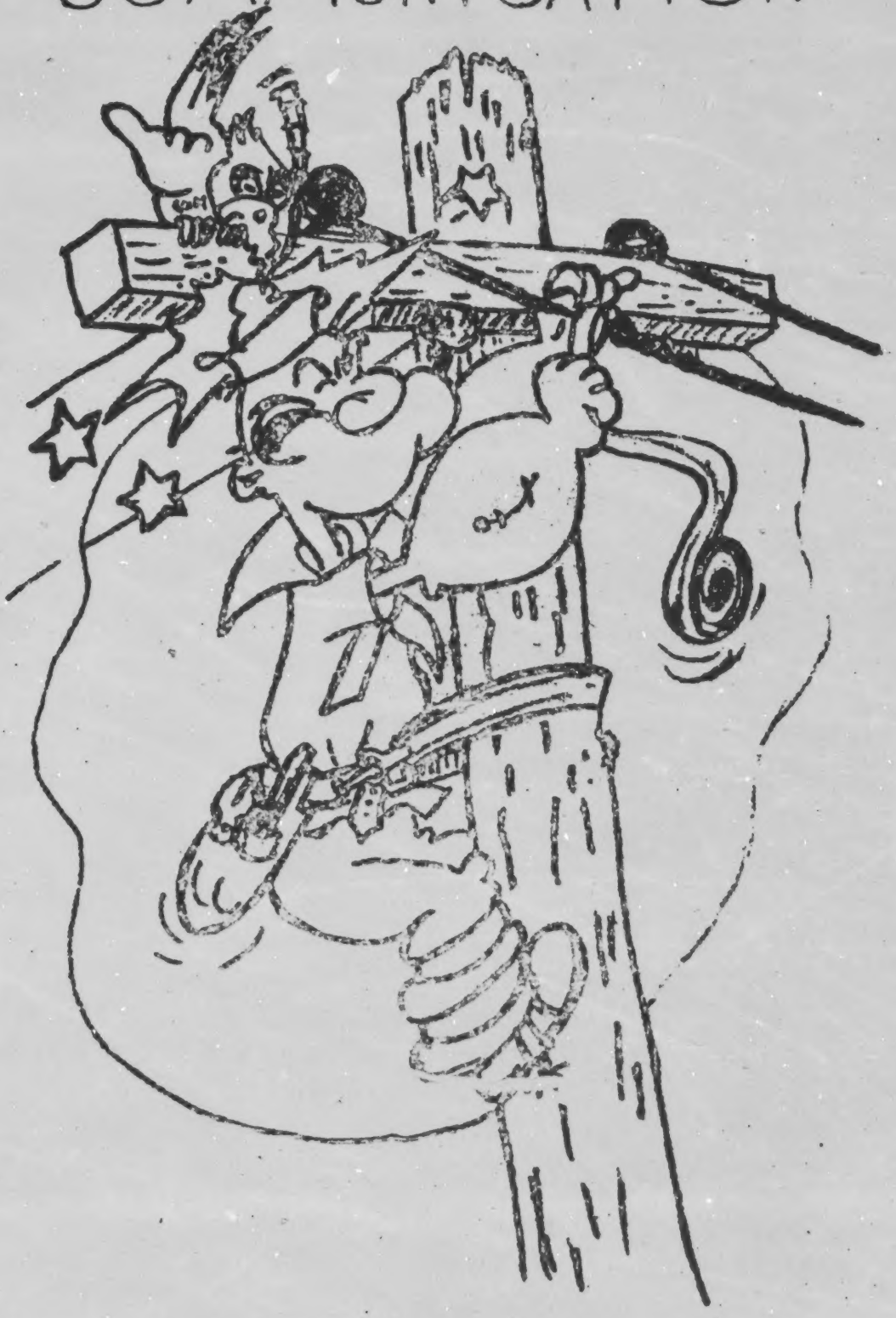
1 Overview
2. Secretary
3. Clerk Typist
4. Med.-Record Technician
5. File Clerk
6. Receptionist

FSS 139 Education for Occupations (Part 5, Working with Business Machines)

FSS 162-SRA Career Exploration (Part 10, Clerical Interests)

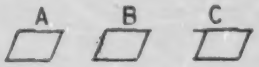
CTT 405 Stenographer, Secretary, Typist
CTT 374 Bookkeeper

COMMUNICATION



SUGGESTED ACTIVITIES
FIFTH GRADE

COMMUNICATION

1. DISCUSS METHODS OF COMMUNICATION.
2. COMPARE TWO WAYS OF COMMUNICATION TODAY AND IN COLONIAL TIMES.
3. FIELD TRIPS: NEWSPAPER OFFICE (POWELL TRIBUNE)
   POLECAT PRINTERY
   TELEPHONE OFFICE
   KPOW
4. THANK YOU NOTES TO NEWSPAPER OFFICE, KPOW, ETC.
5. RESOURCE PEOPLE: POWELL TRIBUNE, TELEPHONE COMPANY, KPOW
6. TAPE FIELD TRIP FOR FOLLOW-UP DISCUSSION.
7. DEVELOP A CLASS NEWSPAPER OF NEWS IN SCHOOL.
8. IMAGINE YOU WERE A PONY EXPRESS RIDER. WRITE YOUR STORY.
9. WRITE A REPORT ABOUT SOME INVENTOR WHO CONTRIBUTED TO FIELD OF COMMUNICATION. LIST PEOPLE
10. FIND NEWS ITEMS ABOUT TOPICS RELATED TO COMMUNICATION. SHARE WITH YOUR CLASS.
11. MAKE A DIAGRAM OF INTERNATIONAL MORSE CODE.
12. PLAN AN EXHIBIT SHOWING DIFFERENT WAYS OF COMMUNICATION.
13. DRAW AND COLOR A POSTER OF MURAL SHOWING DEVELOPMENT OF OUR COMMUNICATION SYSTEMS.
14. SEE INVENTORY SHEET FOR AV MATERIALS.
15. TAP OUT MESSAGES TO YOUR CLASS WITH THE MORSE CODE.
16. MAKE A TELEGRAPH SET (SEE TODAY'S BASIC SCIENCE, P. 293.)
17. WRITE A REPORT ABOUT THE COMMUNICATION SYSTEMS IN YOUR SCHOOL.
18. WATCH A TELEVISION SHOW. DISCUSS USES OF T.V. (T.V. IN I.M.C.)
19. EACH STUDENT READ ONE ARTICLE IN A MAGAZINE - REPORT ON TYPE OF INFORMATION FOUND.
20. USE SYMBOLS TO COMPOSE A STORY. 

ETC.

INVENTORY OF MATERIALS
CAREER BOX
FIFTH GRADE

COMMUNICATIONS

I. Books

1. YOU CAN WORK IN THE COMMUNICATIONS INDUSTRY
2. COMMUNICATION: FROM CAVE WRITING TO TELEVISION, Batchelor
3. THE BOYS' FIRST BOOK OF RADIO AND ELECTRONICS, Morgan
4. YOUR FUTURE IN BROADCASTING, Rider
5. RADIO BUILDING, Smith
6. THE PRINTERS, Fisher
7. PRINTING: TOOL OF FREEDOM, Dean
8. THE FIRST BOOK OF PRINTING, Epstein
9. RADIO AND TELEVISION, Haeberle
10. PLAYBACK, THE STORY OF RECORDING DEVICES, Krishef
11. THE PAPERMAKERS, Fisher
12. COMMUNICATIONS, Colby

II. LAP 383--Let's Send Messages
LAP Communications, J. Richards

III. KING COMICS, Popeye and Communications & Media Careers (2 copies)

IV. Field trip to local newspaper

V. Material Available from AV Department:

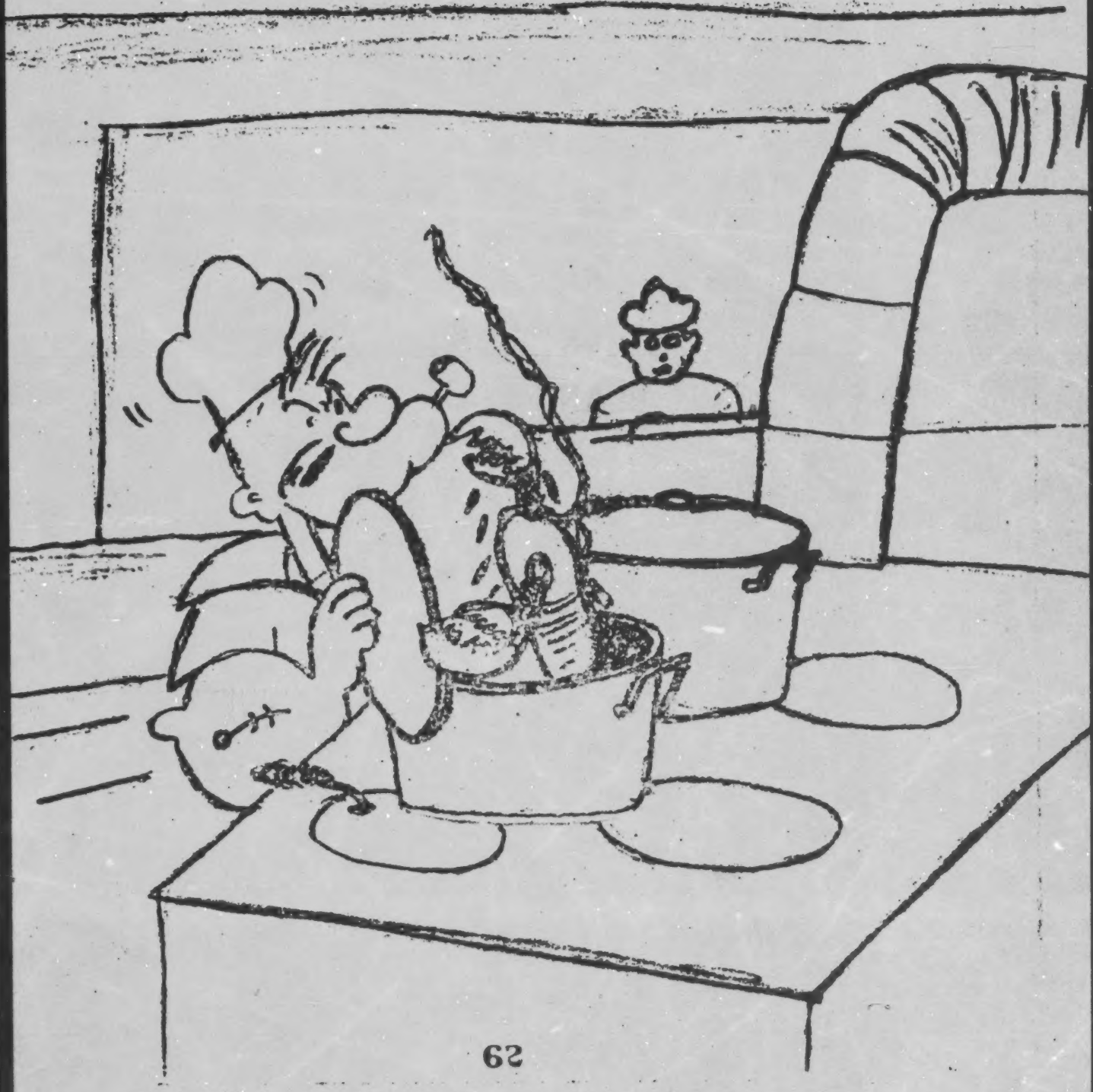
Filmloops:

FL 035, Mail Carriers
FL 142, Postal Clerks
FL 150, Telephone Craftsmen
FL 151, Telephone and PBX Installers & Repairmen
FL 152, Television and Radio Service Technicians

Filmstrips:
FSS 155 People Who Influence Others (Part 3, Creative Director) (on Making Commercials)
FSS 157 People Who Organize Fact (Part 4-TV Sports Editor)
FSS 158 People Who Work in Science (Part 2 Recording Engineer)
FSS 164 Utilities & Communication, Mail Services (Using the Telephone, Parts I & II)
FSS 139, Education for Occupations (Part 3, Working in the Printing Industry)
FSS 46 New Communications Era

E 10, Earth Satellite; F 35, Finding Out About Sound; R 11, Rocket to the Moon; S 7, Sound; S 41 Sound; A 114, American History Series; C 104, Communication.

CHEF



SUGGESTED ACTIVITIES
Fifth Grade

RESTAURANT (CHEFS)

1. Discuss recipes - What is a recipe? Why are they useful? What information do they give?

2. Pass out the first few sheets of the Betty Crocker Book to each students. Go over the first few pages and read them orally. Explain the equipment needed and go over terms that you need to understand. Show examples of these in the classroom.

2. Ask students to write down their favorite food. They should get a recipe for this food from their mother and bring to class the next day. Run off copies so the students can make booklets of these to take home. They might make a picture for the cover of the booklet showing some type of cook or chef at work.

3. Bring measuring cups to school and discuss the markings on the measuring cups and spoons.

   Poor beans, macaroni, rice, etc. into bowl
   Demonstrate how to measure 1/3, 2/3, 1 cup; 1 1/3, 1 2/3, 2 cups.
   Demonstrate how to measure 1/4, 1/2, 3/4, 1 cup etc.
   Demonstrate how to measure with spoons (use rice or salt)

   Divide class into groups of four. Have stations set up around the room so that the groups can perform the following experiments and solve the problems. It might be well to have a work sheet for each student. Have students write answers to the following problems: How many 1/4 cups make 1/2 cup? How many 1/3 cups make 2/3 cups? How many 1/4 cups make 3/4 cups? How many 1/3 cups make 1 cup? How many 1/4 cups make 1 cup? How many teaspoons make 1 tablespoon?

4. Make a list of each of each of the following foods that the children can think of: (1) vegetables, (2) fruits, (3) meat, (4) dairy products, (5) grains, breads, (6) nuts, and (7) deserts.

   Have sources such as books, recipe books, etc. available for children to check. Make pictures or cut out pictures from magazines or newspapers. Place the pictures by category on a table. Children select two or three they like from each category and place on their plates. Place pictures in different classifications on a table. Children play smorgasbord and choose a balanced meal.

5. Take a field trip to the College Food Service. Students could possibly eat lunch there and tour the facilities. Contact Bernie Ciemiewicz.

6. Take field trip to school cafeteria or one of the cafes in town.

7. Speakers: Bill Benritter, Carolyn Danko

8. Have students bring ingredients to make pancakes and make them in school to be eaten.

9. See Inventory Sheet for AV materials.

10. Students examine want ads in the papers to see if there are any jobs available.

11. Pupils interview resource people to learn of training requirements, duties, and opportunities in restaurants.

12. Oral discussion of advantages and disadvantages of being a cook.

13. Students write a story such as "a Day in the Life of a Chef."

INVENTORY OF MATERIALS
CAREER BOX
FIFTH GRADE

RESTAURANT (CHEFS)

I. FIELD TRIPS: COLLEGE CAFETERIA AND KITCHEN--NWCC
CONTACT BERNIE CIEMIEWICZ

II. MATERIAL AVAILABLE FROM AV DEPARTMENT

FILM LOOPS:

FL 118 COOKS AND CHEFS
FL 156 WAITERS AND WAITRESSES

FILMSTRIPS:

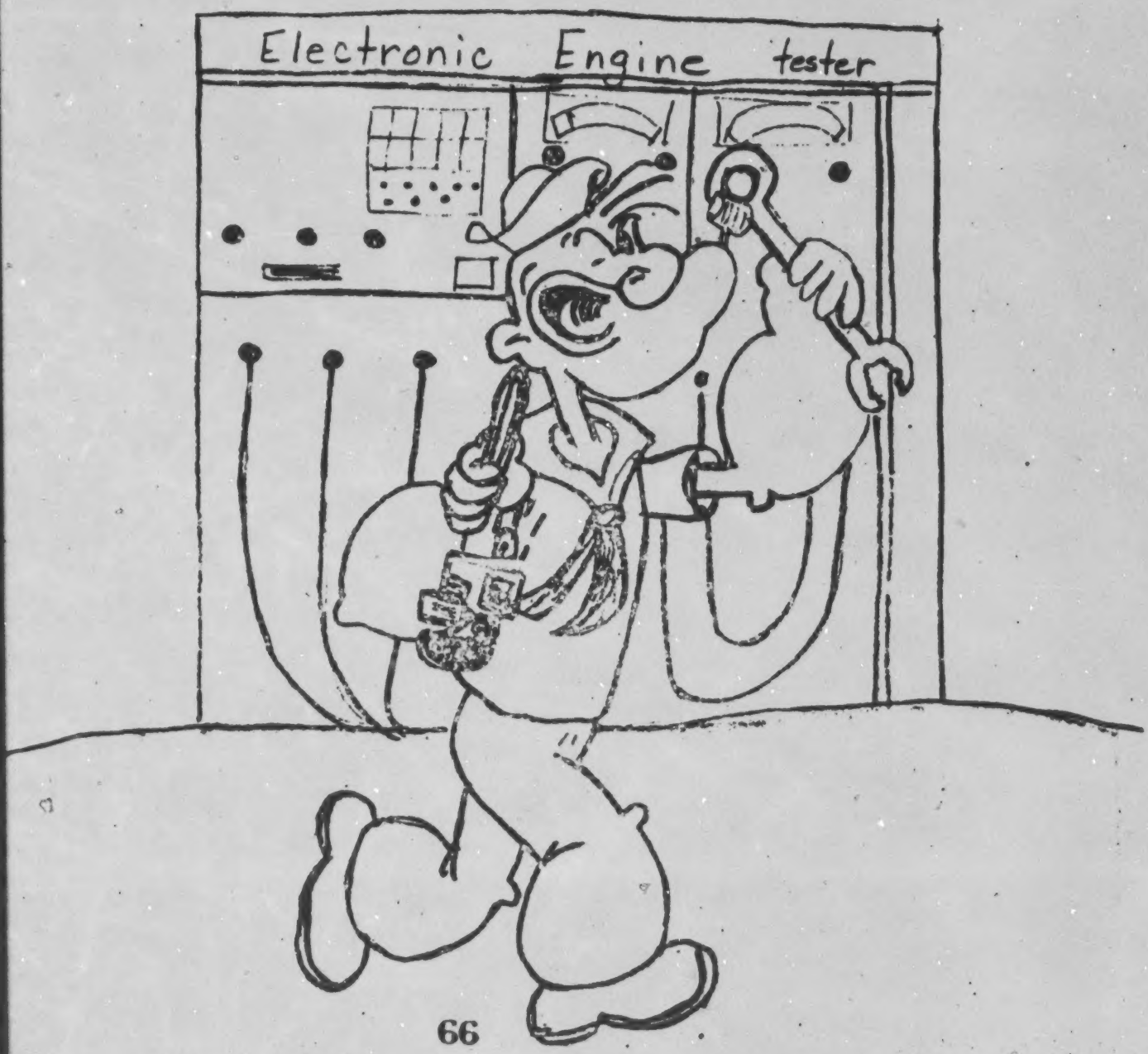
FSS 156 PEOPLE WHO MAKE THINGS (PART 3-CHEF) (EXCELLENT)

FSS 139 EDUCATION FOR OCCUPATIONS (PART 4, WORKING IN FOOD SERVICE)

CTT 381 EXECUTIVE CHEFS

CTT 446 COOKS, CHEFS

MECHANIC



SUGGESTED ACTIVITIES
Fifth Grade

MECHANICS

1. Have the students bring spare parts of the engine to school and put on display to aid in discussion.

2. At the beginning of the unit have students write a short story on how they think an engine works.

3. Have students compile a list of parts found on the engine and know how to spell these terms and also know the function of each.

4. Bring tools that are used by mechanics to class to use in aiding discussion. (ballpeen hammer, hacksaw, pliers, wrenches, screwdrivers, phillips and flat, feeler gauge, sockets.

5. Field trips to high school mechanics shop, Ross Albin; Ford Garage, Roy Raymond; Powell Auto Repair, Bob Loveland

6. For AV materials - look on the inventory sheet

7. Do evaluation sheets in the World of Work teachers kit.

8. Arrange a picture display of the various types of engines for the bulletin board.

9. Order free materials and films from the following:

General Motors "Motion Picture Catalog"
General Motors Corporation
Public Relations Staff-Film Library
General Motors Building
Detroit, Michigan 48202

"GM Aids to Educators"
General Motors Corporation
Public Relations Staff
Room 1-101
General Motors Building
Detroit, Michigan 48202

10. Teachers obtain a small engine for pupils to take apart and reassemble.

11. Have students look in the Billings Gazette and Denver Post for want ads relating to mechanics. Write a letter in reply to one of these want ads.

12. Write thank you letter to the people who were interviewed.

13. For information on a school that trains mechanics write to Technical College of the Rockies, 343 Broadway, Thermopolis, WY, 82443

14. Write a story on the advantages and disadvantages of being a mechanic.

15. Make dioramas of the different areas found in a garage.

16. Have each student make a design of a car they would like to have invented.

INVENTORY OF MATERIALS
CAREER BOX
FIFTH GRADE

MECHANICS

I. Books

1. THE TRUE BOOK OF AUTOMOBILES, Carlisle
2. HOW TO FIX UP OLD CARS, Smith
3. THINGS AROUND THE HOUSE, Zim
4. WHAT MAKES A CAR GO?, Corbett
5. A JOB WITH A FUTURE IN AUTOMOTIVE MECHANICS
6. MR. BUDGE BUYS A CAR, Adamson
7. IT'S EASY TO FIX YOUR BIKE, McFarlane

II. TRU--Understanding Engines

III. LAP 621 Fuel System
621.4 How the Engine Works
553 Engine Parts
553 Teacher's Kit, Machines
552 Diesel Power
550 Cooling and Oiling System
680 Electrical System

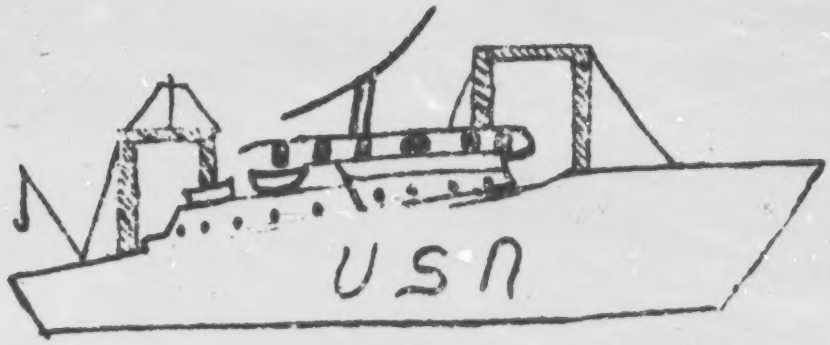
IV. KING COMICS, Popeye and Manufacturing Careers (2 copies)

V. Field trips: High School Automotive Shop
Local Service Stations
Speakers: Local mechanics

VI. Material Available from AV Department:

Film Loops:
FL 108 Air Condition and Refrigeration Mechanics
FL 110 All Around Machinist
FL 111 Appliance Servicemen
FL 113 Automotive Body Repairmen
FL 114 Automotive Mechanics
FL 154 Truck Mechanics and Bus Mechanics
FL 155 Vending Machine Mechanics

Filmstrips:
FSS 157 People Who Organize Fact (Part 3-Automotive Researcher)
FSS 208 Assembling a Car
FSS 162-SRA Career Exploration (Part 3, Mechanical Interest)
FSS 135-Careers in Aerospace (Part 2, Jet Engine Mechanic)
FSS 218-Careers in Repair Work



ARMED
FORCES

SUGGESTED ACTIVITIES
Fifth Grade

ARMED FORCES

1. Discussion of the different branches of armed forces (Army, Navy, Airforce, Marines, Coast Guard, National Guard, Waves, Wacs).
2. Divide the class into interested groups and have each group prepare a report on their chosen field to be given orally to the rest of the class.
3. Invite a student's father to discuss his experiences while in the service.
4. Students are to prepare questions to ask the guests that come to speak.
5. Contact Burl Gonion for a list of possible speakers and/or John Brandis Southside School, Navy
6. Field trip - National Guard Armory, Powell, Lovell or Cody.
7. Write reports on the histories of the Army, Navy, Air Force Academy
   West Point - New York; Annapolis - Maryland; Air Force - Colorado Springs.
8. Research the ranks in the services.
9. Contact the Army Recruiter to speak to the class on a career in the military.
10. Write thank you letters to the guest speakers.
11. Write a story on the advantages and disadvantages of making the military a career.

INVENTORY OF MATERIALS
CAREER BOX
FIFTH GRADE

ARMED FORCES

I. Books

1. LET'S GO TO THE U.S. AIR FORCE ACADEMY, Talmadge & Gilmore
2. OUR SPACE AGE NAVY, Colby
3. SPECIAL FORCES, Colby
4. LEATHERNECK, Colby

II. Speakers

Retired Military Personnel

RECREATION

SUGGESTED ACTIVITIES
FIFTH GRADE

RECREATION

. DISCUSS THE VALUE AND IMPORTANCE OF RECREATION.

2. EACH MEMBER OF THE CLASS SELECTS THE TYPE OF RECREATION HE WISHES TO STUDY AND CONTRACTS TO ACCOMPLISH SPECIFIC TASKS DURING THE UNIT.

3. SHOW FILM LOOPS AND PLAY TAPES ON DIFFERENT FORMS OF RECREATION.

4. LEARNERS COLLECT PICTURES, CLIPPINGS, AND NEWS ITEMS FOR BOOKLETS.

5. THEY READ FROM MANY SOURCES ABOUT THEIR TOPICS.

6. THEY CONDUCT INTERVIEWS WITH RESOURCE PEOPLE.

7. EACH CLASS MEMBER WRITES A LETTER REQUESTING FREE MATERIALS ON THE SUBJECT HE HAS SELECTED.

8. EACH PERSON MAKES A LIST OF SOURCES HE WILL USE TO DEVELOP HIS TOPIC.

9. AFTER READING FROM MANY SOURCES, EACH ONE WILL MAKE AN OUTLINE TO SHOW THE WAY HE WILL DEVELOP HIS SUBJECT THEN WRITE STORIES ON EACH MAIN TOPIC.

10. EACH PERSON WILL REPORT ORALLY ON HIS SUBJECT.

11. AT END OF UNIT, EACH MEMBER OF THE CLASS WILL MAKE A PRESENTATION OF ORAL REPORT, NOTEBOOK, AND OBJECTS COLLECTED OR CONSTRUCTED AND ART WORK DONE ON HIS SUBJECT. HAVE THIS ACTIVITY VIDEO-TAPED.

12. EACH PERSON WILL EXPLAIN A GAME TO THE REST OF THE CLASS AND SUPERVISE THE PLAYING OF IT.

13. IN PAIRS, TAKE A FIRST OR SECOND GRADE CLASS AND TEACH THEM HOW TO PLAY A GAME.

14. HAVE A PUPPET SHOW. EACH MEMBER OF THE CLASS WILL MAKE A PUPPET TO ILLUSTRATE HIS CHOSEN RECREATION ACTIVITY.

15. DRAW PICTURES TO ILLUSTRATE STORIES IN BOOKLET.

16. EACH PERSON MAKES A FLIP-PICK AND TAPE RECORDING GIVING DIRECTIONS FOR THE PROCEDURE FOR DOING SOMETHING RELATED TO THE TYPE OF RECREATION THAT IS HIS SPECIALTY. EXAMPLES:
    - A. HOW TO PUT UP A TENT
    - B. HOW TO BUILD A CAMPFIRE
    - C. HOW TO DO A BREAST-STROKE
    - D. HOW TO CLEAN A FISH
    - E. RULES FOR BICYCLE SAFETY
    - F. RULES FOR GUN SAFETY; HOW TO CLEAN A GUN

G. How to get on a horse
H. How to twirl a baton

17. Use self-photos to illustrate activities.

18. Plan to take pictures on mountain camping trip.

19. Make safety, anti-pollution and fire-prevention posters.

20. Locate the national parks and other recreation areas in Wyoming, U.S., and other countries. Locate by symbols on outline maps.

21. Use a road map to plan trips to recreation areas.

22. Use airline maps to plan trips.

23. Spelling words:

recreation	bicycle	ocean
library	music	tourist
social	skiing	leisure
community	canoeing	

Other words used in specific projects

24. Each member or group makes a list of safety precautions for the type of recreation being studied.

25. The class will discuss safety, anti-pollution, and fire-prevention measures during sports.

26. Learn first aid precautions.

27. SUGGESTED TOPICS FOR NOTEBOOKS

Bicycling
Figure skating
Dancing - acrobatic ballet
TV announcer
Forest ranger
Game and fish worker
Camping
Hiking
Reading
Horseback riding
Recreation education
Swimming
Baseball
Rhythimic activities
Skiing and other snow sports
Dude ranching
Ocean travel
Outdoor games
Nature study
Arts and crafts
Drama

28. Resource People:

Scott Sessions, Parks and Recreation Director, City Hall, Powell
Ray Lutterman, General Commissioner, Powell
Game and fish employees
Forest service people, U.S. Government Office, Powell
Coaches, Powell schools and NWCC
Radio announcers
Rodeo performers
Librarians
Girls and boys employed by the city for summer recreation work.

29 RELATED OCCUPATIONS

1. DRAMATICS
   - A. COACH
   - B. ACTOR
   - C. READER
   - D. STORY TELLER
   - E. MOTION PICTURE COMMENTATOR

2. DANCING
   - A. CHOREOGRAPHER
   - B. INSTRUCTOR
   - C. DANCER

3. MUSIC
   - A. TEACHER
   - B. CHOIRMASTER
   - C. CONCERT SINGER
   - D. CHORAL DIRECTOR
   - E. MUSICAL ENTERTAINER
   - F. ORCHESTRATOR
   - G. MUSICIAN
   - H. ORCHESTRA LEADER
   - I. POPULAR SINGER
   - J. ARRANGER
   - K. COMPOSER
   - L. COPYIST

4. MUSIC DIRECTOR AND CONDUCTOR FOR MOTION PICTURES, RADIO, OR TV

5. ATHLETICS AND SPORTS
   - A. ATHLETE MANAGER
   - B. RACETRACK STEWARD
   - C. BOWLING INSTRUCTOR
   - D. COACH
   - E. GOLF PROFESSIONAL
   - F. HORSE TRAINER
   - G. ICE-SKATING INSTRUCTOR
   - H. RIDING INSTRUCTOR
   - I. ANNOUNCER
   - J. MOTION PICTURE DIRECTOR
   - K. RODEO PERFORMER
   - L. ACROBAT
   - M. SWIMMING INSTRUCTOR
   - N. SKI INSTRUCTOR
   - O. JOCKEY
   - P. AUTOMOBILE RACER
   - Q. UMPIRE
   - R. CLOWN
   - S. COMEDIAN
   - T. HYPNOTIST
   - U. IMPERSONATOR
   - V. MAGICIAN
   - W. CAMP COUNSELOR
   - X. MARINE-MAMMAL TRAINER

INVENTORY OF MATERIALS
CAREER BOX
FIFTH GRADE

RECREATION

I. Books

1 WHAT DOES A FOREST RANGER DO?, Hyde
2. PARK RANGER, Colby

II. TRG--Careers in Recreation, B. Hill

III. KING COMICS--Popeye and Hospitality and Recreation Careers (2 copies)

HEALTH SERVICES

SUGGESTED ACTIVITIES
Sixth Grade

HEALTH SERVICES

1. Use desk-top career kit. This kit contains information on medical technology, dental hygienists, medical record librarians, registered professional nurses, medical x-ray technicians, physicians, dentists, dental lab technicians, dieticians, and nutritionists, veterinarians, and pharmacists. Career Education Office.

2. Use S.R.A. occupational brief guide. (Career Education Office, M. Olson)

3. Resource people: Dick Peters, Don Moewes, and Pete Moncur--druggists
   Find careers in yellow pages.
   Also use: County Health Service, Marie Murray--Tuesday, Wednesday, Friday
   Park County Annex, Powell, WY
   Evelyn Lewis, School District No. 1 Health Consultant

4. Discuss occupations and have children make list of health services available in Park County. Find out the health needs of a community and find out if Powell has adequate health services, etc.

5. Contact Evelyn Lewis for health career films, clubs etc.

6. Field trips to hospital, nursing home--Howard Megorden.

7. Collect and put into book form all the childrens information on health services.

8. Find job openings, qualifications needed, pay, etc. in local papers.

9. Have children write to schools, publications, etc. for material.

10. Cross-word puzzle, "Druggist," in career kit

INVENTORY OF MATERIALS
CAREER BOX
SIXTH GRADE

HEALTH SERVICES

I. Books

1. DENTISTRY, Kane
2. YOUR FUTURE IN PHARMACY, Kraemer
3. THE STORY OF NURSING, Dodge
4. HEALTH CARE CAREERS, Kay
5. YOU CAN WORK IN THE HEALTH SERVICES, Dietz
6. MARIE PERRONE, PRACTICAL NURSE: Lerner-Moller
7. FLORENCE NIGHTINGALE, War Nurse
8. THE HOW AND WHY WONDER BOOK OF FLORENCE NIGHTINGALE

II. KING COMICS--Popeye and Health Careers
Popeye and Public Service Careers (Pub. Health Nurse)

III. Speakers: Representatives of Area Health Services, Nurse, Doctor, Med. Technician, LPN, Dental Hygienists, Nurse's Aid.

IV. Material Available from AV Department:

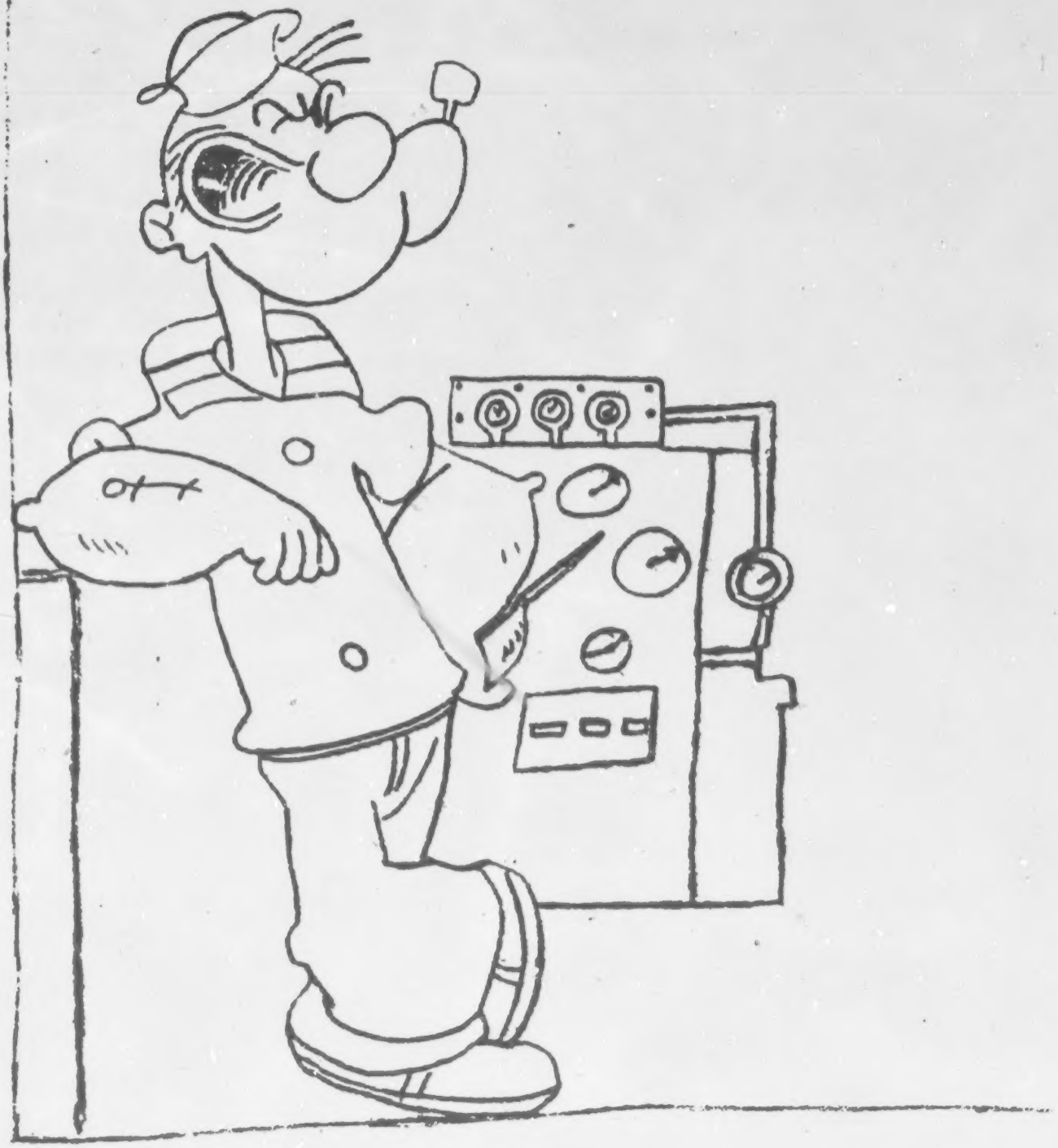
Film Loops:

FL 121 Dental Assistant
FL 122 Dental Hygienists
FL 123 Dental Lab Technicians
FL 136 Dispensing Opticians and Optical Laboratory Mechanics
FL 144 Registered Professional Nurses
FL 130 Licensed Practical Nurse

Filmstrips:

FSS 160 So You Want to be a Nurse
FSS 154 People Who Help Others (Part 4--Physical Therapist)
W 63 Workers for the Public Welfare (San. & San.Wrks., Pub.Health)
FSS 138 Compassion for People
1. Overview
2. Registered Prof.Nurse
3. Mental Health Aid
4. Licensed Practical Nurse
5. Registered Orthotist
6. Inhalation Therapy Tech.
FSS 139 Education for Occupations
Part 8--Working in a Hospital
FSS 143 Hospital Job Opportunities
1. Diet Clerk & Fry Cook
2. Hosp. Adm. Jobs
3. Inhalation Ther.Tech.
4. Hosp. Food Serv.Wrks.
5. Main.Mechanic, Elec., and Custodian
6. Medical Assistant
7. Nuclear Technician Trainee
8. Nurses Aid
9. Nurse
10. X-Ray Technician

COMPUTER SCIENCE



SUGGESTED ACTIVITIES
Sixth Grade

COMPUTERS

1. Tom Kosta, N.W.C.C. (Community College) has a computer and three terminals. Three groups of 5 children at a time can use the terminals. There will be basic computer games the children will be able to use. This will give the children a chance to use and work with computers. Some game categories are: numbers, plotting, logic, space, sports, land management, government, and history.

2. Reports on abacus, computers, automation.

3. Good resource book "This is Automation", page 69.

4. See inventory sheet for filmstrips.

5. Possible field trips are Amoco and Continental Oil.

INVENTORY OF MATERIALS
CAREER BOX
SIXTH GRADE

COMPUTER SCIENCE

I. Books

1. YOUR FUTURE IN ELECTRONIC ENGINEERING, Levine
2. YOUR FUTURE IN COMPUTER PROGRAMMING, Davis
3. THIS IS AUTOMATION, Hirsch

II. Field Trips: NWCC Computer Room, Tom Kosta

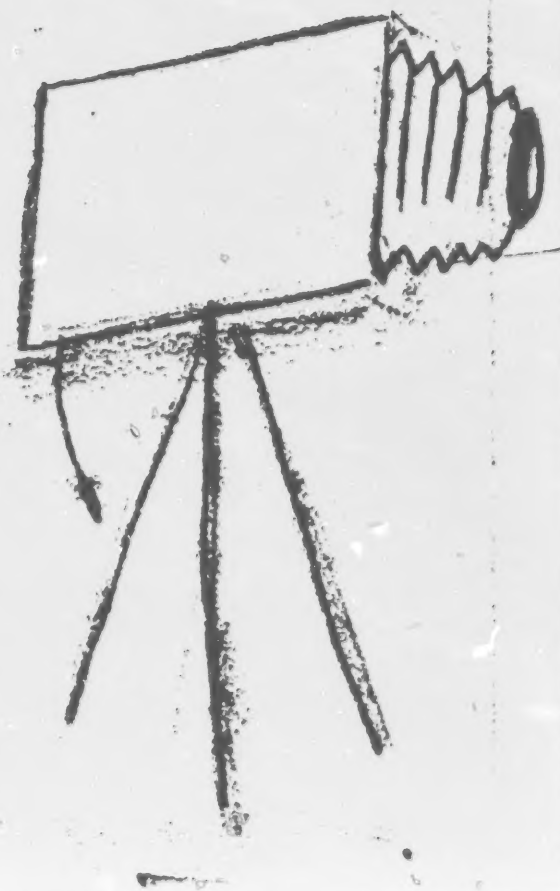
III. Speakers: Tom Kosta, NWCC
Gene Gardner, Data Processing Instructor

IV. Material Available from AV Department

Filmstrips:

FSS 157 People Who Organize Fact (Part 1, computer science)
FSS 139 Education for Occupations (Part 5, Working with Business Machines)
FSS 162 SRA Career Exploration (Part 4, Computational Interest)
FSS 169 Wonderful World of Work #5, Data Processing Clerk

PHOTOGRAPHY



SUGGESTED ACTIVITIES
Sixth Grade

PHOTOGRAPHY

1. Discuss photography and the different occupations.
2. Divide into groups and prepare reports in different areas of photography.
3. Make a book out of reports.
4. Start a photography club with the interested students.
5. Invite resource people to speak in class
   Aerial photography: Dennis Divig
   Photography teachers - Tim Britt (NWCC), Del Sommers (High School)
   Powell Tribune - Jay Dodge
   Lang Studio - Fred Land
   Demonstration of Polaroid camera - Ken Witzling (Skyline Drug)
6. History of Photography - Compton's Encyclopedia pp. 279-300
7. Presentation (from class or club members) on different equipment used in photography. Have students use their own equipment.
8. Art work - collages from the childrens pictures. Take an idea and put it in print.
9. Take pictures for school paper, town paper, contests.
10. Use photography in different areas of curriculum: social studies, science, sports, creative writing. Example: Take pictures of the community to investigate housing, parks, government.
11. Have a picture contest throughout grade schools.
12. Have children make a picture bulletin board of the various occupations in photography, provide magazines.
13. Make a scrapbook of childrens pictures.
14. Have the photography club make slides from all your field trips and present them to class.
15. Thank you letters to resource people.
16. Make a picture calendar for the year using the children's pictures for each month.
17. Write to well-known people in the photography industry, have children make up a list of questions to ask.

18. Ed Dougherty - Filmstrips on photography
    1. Using Your Senses
    2. Relationships
    3. The Drama of People
    4. Telling the Story

19. Use S.R.A. Occupational Brief Guide (Career Education Office, M. Olson)

20. Use desk top career kit (Career Education Office)

21. Children can read book written on film by Peter Sagara. Book is in Career Box, autobiography.

INVENTORY OF MATERIALS
CAREER BOX
SIXTH GRADE

PHOTOGRAPHY

I. SPEAKERS:

LOCAL PHOTOGRAPHERS, COLLEGE PHOTO LAB

II. MATERIAL AVAILABLE FROM AV DEPARTMENT

FILM LOOPS:

FL 140 PHOTOGRAPHERS

SLIDES:
SL 29
PHOTOGRAPHY IS...AN INTRODUCTION TO CAREERS IN PROFESSIONAL AND COMMERCIAL PHOTOGRAPHY

SL 30
WORLDS WITHIN WORLDS...AN INTRODUCTION TO CAREER OPPORTUNITIES IN PROFESSIONAL AND INDUSTRIAL PHOTOGRAPHY

LAW ENFORCEMENT

SUGGESTED ACTIVITIES
Sixth Grade

LAW ENFORCEMENT

1. Research to find out how many related jobs there are in law enforcement. Police, sheriff, detective, watchmen, matrons, patrolmen, lawyer, etc.

2. What type of diploma or equivalency certificate do you need when going into the different types of jobs found in law enforcement.

3. Have the students write down all of the personal qualities that they think would be necessary for a law enforcement person. Use list for discussion.

4. Have the students use library books, encyclopedias, etc., to write reports on the Supreme Court, F.B.I., Secret Service, Courts, Police etc.

5. Invite the following people to speak to the class: Police, Bob Coorough; Sheriff, Jim Kopriva; Highwaypatrolmen; lawyer, Joe Darrah, Ross Copenhaver, Jim Castberg.

6. See Inventory Sheet for AV materials.

7. Have the children watch T.V. for the different police and detective programs. Discuss these programs with them, bringing in techniques used, qualities of person, etc.

8. Have children check the local paper and Billings Gazette for Police Court news.

9. Play scholastic "Detective" game and then have the students make up their own detective games.

10. Let the students take their fingerprints.

11. Let each student write a paper on why we need law enforcement.

12. Take a field trip to city jail, Bob Coorough; County Court House, J. Dixon.

13. Have children bring pictures from magazines etc. to make a bulletin board.

14. Write a short report on the job you would select if you went into law enforcement.

15. Write thank you letters to guest speakers.

16. Research the symbols used for different job and have the students make replicas.

17. Write a paper on advantages and disadvantages of making law enforcement your career.

INVENTORY OF MATERIALS
CAREER BOX
SIXTH GRADE
LAWYER, LAW ENFORCEMENT

I. BOOKS

YOUR FUTURE IN LAW ENFORCEMENT, GAMMAGE
WHAT DOES A SECRET SERVICE AGENT DO?, HYDE
THE STORY OF THE SUPREME COURT, RICHARDS
ALL ABOUT COURTS AND THE LAW, BRINDZE
POLICE, COLBY

II. MATERIAL FROM THE FBI

CAREER OPPORTUNITIES--10 COPIES
99 FACTS ABOUT THE FBI--10 COPIES
THE STORY OF THE FEDERAL BUREAU OF INVESTIGATION--10 COPIES

III. SPEAKERS: LOCAL LAWYERS, POLICEMEN, SHERIFFS, HIGHWAY PATROL.

IV. FIELD TRIPS: COURT HOUSE
POLICE STATION

V. MATERIAL AVAILABLE FROM AV DEPARTMENT:

FILM LOOPS

FL 141 POLICEMEN AND POLICEWOMEN

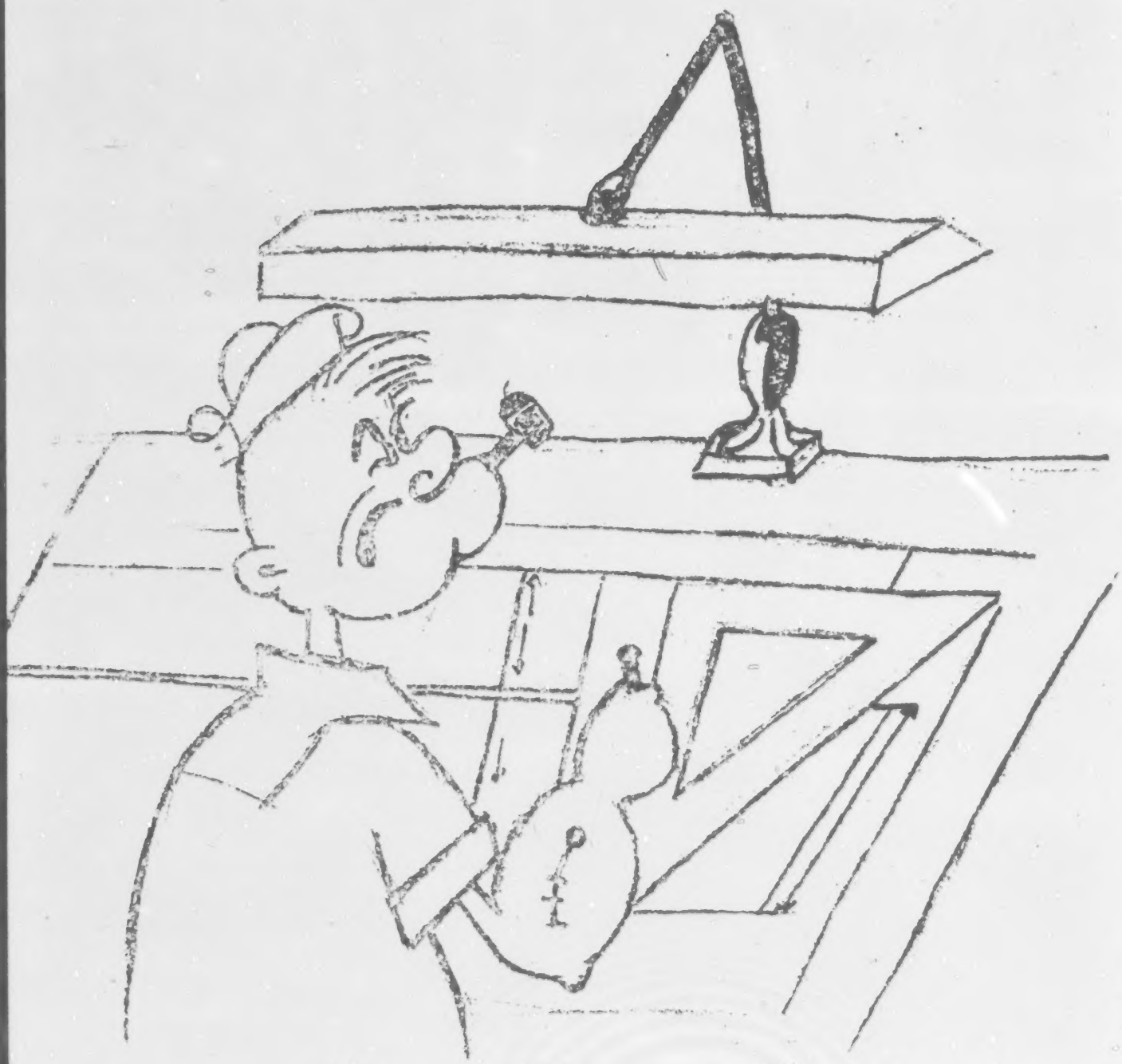
FILMSTRIPS

FSS 158 PEOPLE WHO WORK IN SCIENCE (PART 3-LABORATORY TECHNICIAN)

FSS 149 MUNICIPAL LAW ENFORCEMENT
1. OVERVIEW
2. PATROLMAN
3. DETECTIVE
4. POL. LAB. TECH.
5. POLICE INTERN
6. JUVEN. OFFICER

FSS-63 THIS HONORABLE COURT--THE SUPREME COURT OF U.S.
A-124 GROWTH OF AMERICAN DEMOCRACY
FSS-61 YOU AND THE LAW
FSS-120 DEMOCRACY IN ACTION

ARCHITECT



SUGGESTED ACTIVITIES
Sixth Grade

ARCHITECT

1. Discuss what an architect does. What occupations are involved. List them.
2. Divide into groups and each prepare a report on one occupation. Include training needed, earnings expected and job opportunities for each.
3. Make book of reports for room.
4. Look through house plan books and choose one for your family.
5. Small group visit realestate office for list of lots available. Compare costs of building lots downtown and in residential area.
6. Visit lumber yard and get samples of building material.
7. Field trip to house being constructed. Maybe watch a basement first and then frame construction.
8. Filmstrips: S-113-118 Shelter and #81-84 How We Get Our Homes. See Career Box.
9. Write a story about the order in which a house is built.
10. Slide presentation of fieldtrips.
11. Resource people to visit classroom.
12. Make a list of questions to ask resource people.
13. Write thank you letters to resource people.
14. Bring old magazines and research for pictures of remodeling, etc.
15. Do LAP 690 "Home Construction" (in Career Box)
16. Do LAP 760 Selections from environmental art - "Let's Landscape the Art Building."
17. List famous architects and make reports on them.
18. Prepare bulletin board of homes long ago and now.
19. Reseach to find out how climate affects designs of homes. Class discussion on it.
20. Make a display of all materials used in buildings.
21. Research "The First Book of Architecture". Have small group reports on the different uses of architecture--worship, living, learning, etc.
22. Report on the oldes homes in the world, pyramids of Egypt, etc.

INVENTORY OF MATERIALS
CAREER BOX
SIXTH GRADE

ARCHITECT

I. Books

1. AIM FOR A JOB IN BUILDING TRADES, Daly
2. THE NEW WORLD OF CONSTRUCTION ENGINEERING, Sullivan
3. FILIPPO'S DOME, Rockwell
4. THE FIRST BOOK OF MECHANICAL DRAWING, Meyer
5. BUILDING BROOKLYN BRIDGE, Saunders
6. CREATING WITH WOOD, Seidelman-Mintonye
7. THE HOW AND WHY WONDER BOOK OF CAVES TO SKYSCRAPERS, Merrill
8. THE FIRST BOOK OF ARCHITECTURE, Watts
9. THE MAGIC STONES, Alain
10. THE HOW AND WHY WONDER BOOK OF BUILDING, Merrill
11. YOUNG PEOPLE'S STORY OF ARCHITECTURE: 3,000 B.C.-Gothic
12. YOUNG PEOPLE'S STORY OF ARCHITECTURE: Gothic to Modern
13. HOW DO THEY BUILD IT? Sullivan

II. LAP 690--Home Construction
LAP 760--Selections from Environmental Art
"Let's Landscape the Art Building"

III. Material Available from AV Department

Filmstrips:

FSS 156 People Who Make Things (Part 4--Model Builders)
FSS 133 Building Trade Workers

A 120 American History Series

CITY GOVERNMENT

SUGGESTED ACTIVITIES
Sixth Grade

CITY GOVERNMENT

1. Research the three types of city government and find out which your city has. Have a large group discussion of these three: council-manager, mayor-council, and commission. Resource book about the people who run your city.

2. Discuss the councilmen and his responsibilities. Have guest speaker from the city council - Norm Meidinger, Jim Renner, Ray Mefford, Don Easton. Find out how yours is.

3. Have students prepare from three to five questions that they would like to have answered about city government.

4. Invite the city mayor to speak to the class on how the city is run and how the different people get their jobs.

5. Take as many children as are interested to a city council meeting one night. Discuss the next day their impressions of this trip.

6. Dramatize a city council meeting.

7. Make a scrapbook on city employees.

8. Invite the judge to come and discuss his job and how he obtained it.

9. Other possible speakers: Fire Marshal, Eugene Montgomery; Police Chief, Bob Coorough; City Engineer, Dick Myrick; Building Inspector, Eldon Lamb; City Recreation, Scott Session; City Manager, Ray Lutterman.

10. Take slides of guest speakers.

11. Film/tape city council meeting.

12. Write letters of appreciation to the guest speakers.

13. Work through the LAP on city problems. 371.42.

14. Have a panel discussion of the city problems from "Popeye and Public Services Careers." (Career Education Office)

15. Have a campaign for the different elected officials in city government, and then have the elected officials then appoint the other city officials.

INVENTORY OF MATERIALS
CAREER BOX
SIXTH GRADE

CITY GOVERNMENT

I. Books

1. THE FIRST BOOK OF LOCAL GOVERNMENT, Eichner
2. NIGHT PEOPLE, Colby
3. ABOUT THE PEOPLE WHO RUN YOUR CITY, Newman
4. CITY TRAFFIC, Tennenbaum

II. Powell, Wyoming, Job Descriptions of all City Employees

III. LAP 371.42, Cities Problems

IV. KING COMICS, Popeye and Public Services Careers

V. Field Trips: City Hall

V. Speakers: City Officials, councilmen

VI. Material Available from AV Department

A-124 The Growth of American Democracy

SPACE TRAVEL

SUGGESTED ACTIVITIES
Sixth Grade

AVIATION, SPACE TRAVEL

1. List and discuss occupations related to air and space travel.
2. Reports by students on an occupation of their choice in this field.
3. Prepare bulletin board of pictures of different occupations.
4. Make scrap book of reports on occupations.
5. Show filmstrip, filmloop, etc. (see Inventory Sheet)
6. Resource person to talk to class. Suggested people include: Pete Moncur, Dill Blakeman, Don Williamson.
7. Thank you letters to resource person.
8. Research want ads in newspapers for jobs available.
9. Answer one ad to apply for a position.
10. Use SCISS unit on paper planes (order from Mr. Sleep, Junior High).
11. Fieldtrips: Billings airport, Powell Airport, Cody Airport, Greybull Airport.
12. Collect pictures and articles for scrapbook on space and space travel.
13. Do crossword puzzles (in unit box)
14. Let students demonstrate model rockets to class and explain them.
15. Research the beginning of airplanes, rockets and report on them.
16. Write a story about why you would or would not like to be a pioneer in outer space
17. Book reports - See books in career boxes.
18. Write a letter to an astronaut asking for information.
19. Do LAP 554 "Jet and Airplane Engines."
20. Do LAP 554 "Rocket Engines."
21. Check in IMC for space kit of records, filmstrips, pictures and books.

INVENTORY OF MATERIALS
CAREER BOX
SIXTH GRADE

AVIATION, SPACE TRAVEL

Books

1. YOUR FUTURE AS AN AIRLINE STEWARD, STEWARDESS, Randall
2. SUPERSONIC TRANSPORT, Stambler
3. WHO REALLY INVENTED THE AIRPLANE?, Cooke
4. 33 MILES A MINUTE, Halacy
5. DISCOVERING AEROSPACE, Pacilio
6. ALL ABOUT ROCKETS AND JETS, Pratt
7. FLYING, Feravolo
8. ROCKET POWER, Bergaust
9. ROCKETS & MISSILES, Bergaust
10. COUNT DOWN, Colby
11. THE WORLD OF ROCKETS, Crosby
12. ROCKETS TO THE MOON, Bergaust
13. HOW AND WHY WONDER BOOK OF FLIGHT, Highland
14. BIRTH OF A ROCKET, Bergaust
15. THE HOW AND WHY WONDER BOOK OF ROCKETS & MISSILES
16. ASTRONAUTS, Myrus
17. DISCOVERING AEROSPACE, Pacilio
18. GO! THE STORY OF OUTER SPACE, Verral
19. ROCKET TO THE MOON, Bonestell
20. THE FIRST MEN IN SPACE, Clark

II. LAP 554, Jet and Airplane Engines
554, Rocket Engines

III. Two boxes of crossword puzzles for building vocabulary
Airplanes
Space

IV. Speakers: Flyers from Powell Aviation

V. Material available from AV Department

Film Loops:

FL 109, Aipplane Mechanics
FL 148, Stewardesses

Filmstrips:
FSS 128 Bringing Back the Moon Rocks
FSS 156 People Who Make Things (Part 2, Aircraft Assembler)
FSS 135 Careers in Aerospace 1. Jet Captain 2. Jet Eng. Mech.
3. Stewardess 4. Aerospace Sales Representative
F 32, Flight into Space; H-16, How Airplanes Fly; L-25, Leaving the World; D-1 Dead Reckoning (used in training civilian pilots)

OCEANOGRAPHY

SUGGESTED ACTIVITIES
Sixth Grade

OCEANOGRAPHY

1. Discuss the term oceanography.
2. List tools and equipment of an oceanographer and make a chart on them.
3. Identify the reches of the sea.
4. Describe and diagram a food chain.
5. Write a story about an imaginary trip to an ocean floor.
6. How many oceans can be found on the globe. Write their names.
7. Label the oceans on an outline map. Color the water blue and the land brown.
8. Make small paper boat and sail it from New York. Look for the end of the ocean. Look for place where you can't sail around land to another part of the ocean. Tell about what you found out.
9. Discuss which oceans are largest, smallest, touch US, near North Pole, etc.
10. Divide into groups. Prepare reports on trips students have taken to the ocean. Give reports to class.
11. Discuss how oceans get salty. Research to find out.
12. Do experiment #1 Copy p. 63, Career Awareness, Boise, Idaho.
13. Do experiment #2 Copy p. 64, Career Awareness, Boise, Idaho
14. Do demonstration of evaporation - condensation (heat water to boiling in teakettle, ask where cloud is coming from, place large spoon in cloud.) Discuss water collecting on outside. Hold can full of ice in steam--what happens. Develop a water cycle chart on board.
15. Make seashore display in room--shells, animals, plants, etc.
16. Groups choose shell on animal and find information and make report.
17. Research magazines for pictures of sea life. Make bulletin board of pictures.
18. Make crayon resist deep-sea pictures.
19. Have resource people come in. Arlene Bovee.
20. Write thank you letters to resource people.

21. List all occupations in oceanography. Have each researched and reports made.

22. Each student choose one occupation and decide advantages and disadvantages of each.

23. Show filmstrip. FSS-131-Oceanography; FSS-158-People Who Work In Science; FSS 207-Oceanography; FSS-33, Oceanography. See kit inventory for others.

24. Make a group mural showing life in the ocean.

25. Field trips: fish hatchery

26. Write and illustrate a cinquain poem.

27. Start an aquarium at school.

28. Go swimming. Try swimming with and without flippers.

29. Visit Mrs. Olive Harris (Absoraka Street) and observe her collection of fish.

30. Clay boats (order from Mr. Sleep, Junior High) SCSS or ESS.

INVENTORY OF MATERIALS
CAREER BOX
SIXTH GRADE

OCEANOGRAPHY

I. Books

1. OCEAN HARVEST: THE FUTURE OF OCEANOGRAPHY, Vogel-Caruso
2. SCIENCE AT WORK; Projects in Oceanography, Watts
3. YOU AND THE OCEANS, Sherman
4. ADRIFT ON A RAFT, Olsen
5. CAPTAIN COUSTEAU, May
6. MYSTERY AT SALVAGE ROCK, Olsen
7. HYDROSPACE: Frontier Beneath the Sea, Coggins
8. EXPLORING THE WORLD OF OCEANOGRAPHY, Telfer
9. HOW AND WHY WONDER BOOK OF OCEANOGRAPHY

II. LAP--Oceanography, J. Richards

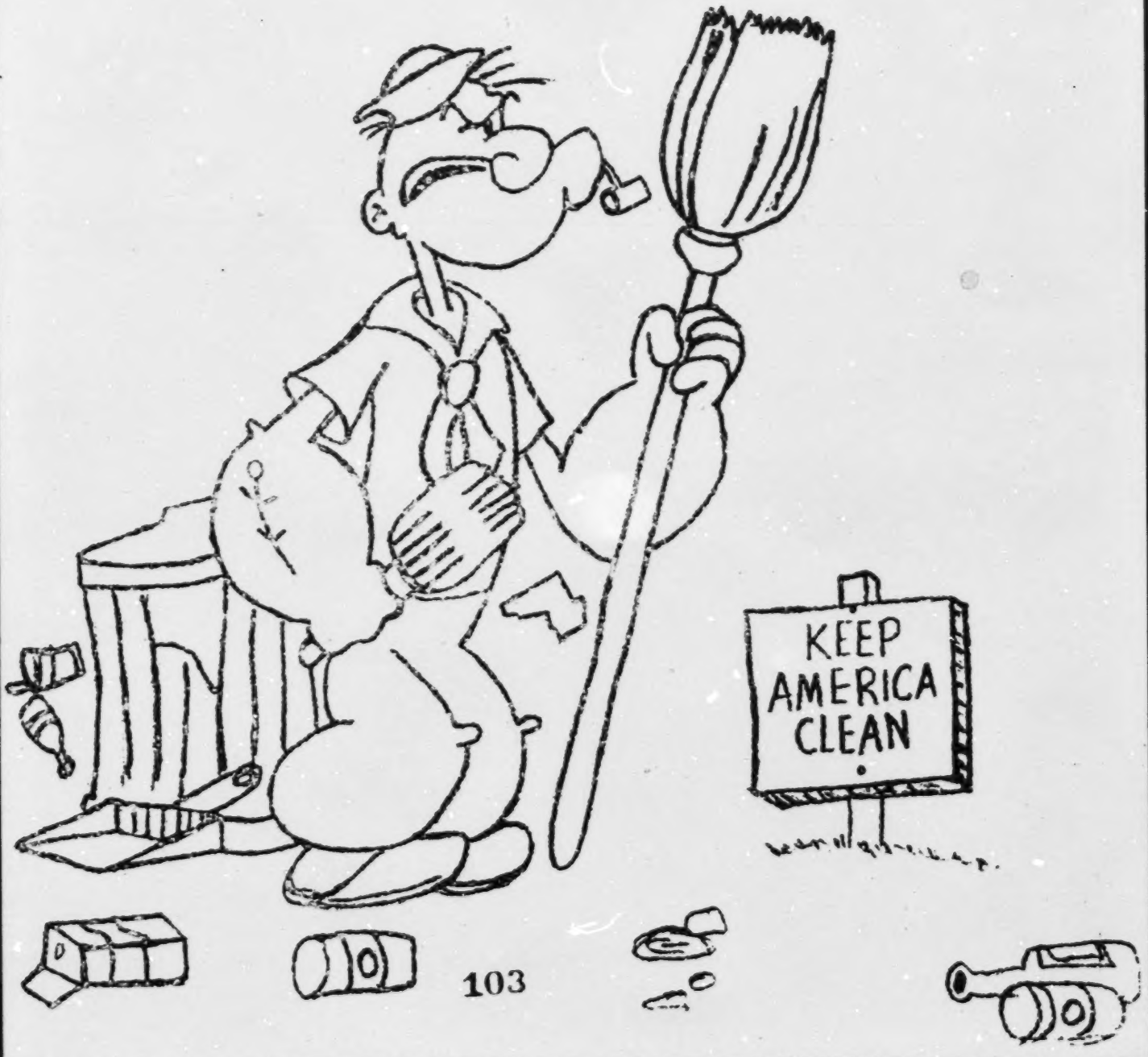
III. KING COMICS--Popeye and Marine Science Careers (2 copies)

IV. Material Available from AV Department

Filmstrips:

FSS 131 Oceanography
FSS 207 Oceanography--set of 4 filmstrips
FSS 33 Oceanography--set of 8 filmstrips
E 64 Exploring the Sea: Methods of the Oceanographer
E 68 Exploring the Sea: Tides, Waves, and Currents
FSS 158 People Who Work in Science (Part 4, Ocean Life Scientist)
O 47 Ocean Tides
L 90 Life In The Sea

CONSERVATION



SUGGESTED ACTIVITIES
Sixth Grade

CONSERVATION

1. From your observation, to and from school and on the playground, list the different kinds of litter you find, how many kids you observe making litter, the number of cars throwing litter out, and the type of litter you find in your own yard.

2. Have children find all the information about pollution you can for our pollution bulletin board.

3. Have the students observe the conduct in their homes of their brothers and sisters. Do they litter the home. They can tabulate the number of times they leave something out of place, put it back, or lay it down.

4. Collect newspaper articles for our bulletin board and discussion in class.

5. Make wall posters on water, air, and land pollution to hang in the halls around the school.

6. Choose several cities to write to asking about the type of sewage disposal plant they have.

7. Write paper on what conservation means. Write one at the beginning and one at the end of this career.

8. Children memorize conservation pledge and what it means to them.

9. Construct a diorama of before and after conservation practices.

10. Guest speakers: Tom Dudley, soil conservation; Warren Smith; Duane Cooperrider, Rod Ledbuska, soil conservation.

11. Write [illegible] on conservation. (Haiku Poetry)

12. Write to Johnny Horizon, Department of the Interior, Washington, D.C., 20240 for information on land pollution and clean-up programs.

13. Have your class promote school clean-up day or week.

14. Have students research and write reports on sanctuaries, erosion, wildlife.

15. See inventory sheet for AV material.

INVENTORY OF MATERIALS
CAREER BOX
SIXTH GRADE

CONSERVATION

I. Books

1. SOIL SAVERS, Colby
2. TO SAVE THE SOIL, Talley
3. IRRIGATION, Adler
4. WATER AND THE THIRSTY LAND, Jeanes-Carlson
5. ABOUT SAVING WILDLIFE FOR TOMORROW, Russell
6. WHO WILL WASH THE RIVER?, Orlowsky
7. THE FIRST BOOK OF WILDLIFE SANCTUARIES, Harrison

II. LAP, Pollution
Forests, J. Richards

III. KING COMICS, Popeye and Environmental Careers (2 copies)

IV. GAMES, Using Natural Resources, Game and Poster Cards
Conserving Natural Resources, Game and Poster Cards

V. Speakers: U.S.D.A. Soil Conservation, Tom Dudley
U.S.D.A. Forest Service
Schedule them in Winter--not Fall or Spring

VI. Material available from AV Department

Filmstrips:

FSS 198 Trees for 2001
FSS 153 Occupation in Ecology (Part 3-Soil Cons. Technician)
FSS 52 Environmental Crisis, 5 strips
P 82 Pollution of the Atmosphere
P 83 Polution of the Waters
FSS 65 Man's Natural Environment - Crisis through Abuse
FST 7 Our Environment (1)

RELATED AGRICULTURE

SUGGESTED ACTIVITIES
Sixth Grade

RELATED AGRICULTURE

1. Discuss occupations related to agriculture, veterinarian, biologist, greenhouse, landscaping, forestry, poultry farming, entomologist, etc. Make a list on the board.
2. Small group reports on each occupation. Discuss items to be covered.
3. Fieldtrips - McGlathery's Greenhouse, Lee's Animal Hospital or Cattle Incorporated, Red Top Dairy.
4. Make slide presentation of field trip.
5. Take pictures of fieldtrip for scrapbook.
6. Resource people - Dr. Lee, Dr. Bishoff, and vet from Cattle, Inc. Mrs. McGlatery, Mrs. Fertig, County Extension Agent.
7. Tape or video-tape of resource person for follow up.
8. Write letters of appreciation to resource person.
9. Choose one of the suggested occupations and tell why or why not they would want to do this.
10. Compile list of terms. Learn meanings and write sentences using them.
11. Play game To Market, To Market (Career box)
12. Popeye Comic book - read and discuss (Career box)
13. Research newspaper want ads to find out job opportunities in related agriculture.
14. Write an ad for the newspaper for a job opening in the field of your choice.
15. Prepare a mural of all the different jobs in related agriculture.
16. Write riddles about different workers for classmates to guess.
17. Act out a pantomime for others to guess what they are doing.
18. Grow plants from seed, bulbs, and pieces of plants.

19. INCUBATE EGGS FOR HATCHING FOR POULTRY FARMING.

20. CARE FOR CHICKENS FOR A FEW DAYS. FEED WATER, ETC. HAVE CHILDREN PLACE CHICKS IN PERMANENT HOMES.

21. SHOW FILMSTRIPS (SEE CAREER BOX INVENTORY)

22. MAKE BOOK OF CHILDRENS REPORTS ON DIFFERENT OCCUPATIONS TO KEEP IN ROOM.

INVENTORY OF MATERIALS
CAREER BOX
SIXTH GRADE

RELATED AGRICULTURE

I. Books

1. AGRICULTURE U.S.A., Lent
2. FOOD FROM FARM TO HOME, Buehr
3. YOUR FUTURE IN FORESTRY, Hanaburgh
4. LANDSCAPE FOR LIVING, U.S.D.A.
5. AIM FOR A JOB IN CATTLE RANCHING, Arnold
6. YOUR FUTURE IN AGRICULTURE
7. YOUR FUTURE IN VETERINARY MEDICINE, Riser
8. HOW DO THEY GROW IT?, Riser

II. LAP 710, Greenhouse Workers

III. KING COMICS: Popeye and Agri-Business-Natural Resources Careers

IV. Speakers: U.S.D.A Soil Conservation Service
U.S. Forest Service
County Agent, Duane Cooperider

V. Field Trips: University of Wyoming Experiment Farm

VI. Material Available from AV Department

Filmstrips:

FSS 155 People Who Influence Others (Part 4, County Agent)
FSS 113 Farmers, Rancher and Cowboy, American History Series